SCHOLASTIC

TEACHER'S GUIDE

Focus: Fiction

SCHOLASTIC GUIDED READING PROGRAM

Red Edition

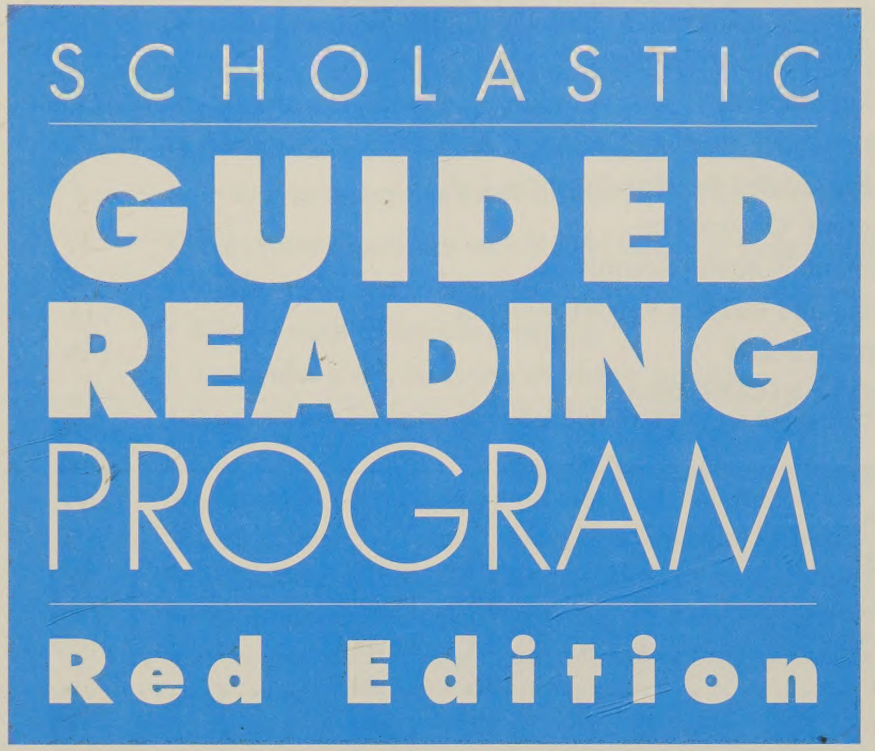
by

Gay Su Pinnell

PROPERTY OF VIRGINIA BEACH SCHOOL BOARD
ARROWHEAD ELEMENTARY

TEACHER'S GUIDE

Focus: Fiction



by Gay Su Pinnell
The Ohio State University

Excepting those portions intended for classroom use, no part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without written permission of the publisher. For information regarding permission, write to Scholastic Inc., Education Group, 557 Broadway, New York, NY 10012. Scholastic Inc. grants teachers who have purchased *Scholastic Guided Reading Program* permission to reproduce from this book those pages intended for use in their classrooms. Notice of copyright must appear on all copies of copyrighted materials.

Copyright © 2003, 2002 Scholastic Inc. All rights reserved. Published by Scholastic Inc. Printed in the U.S.A.

ISBN 0-439-60735-3

SCHOLASTIC and associated logos and designs
are trademarks and/or registered trademarks of Scholastic Inc.
LEXILE is a registered trademark of MetaMetrics, Inc.

11 12 40 12 11 10 09

TABLE OF CONTENTS

Guided Reading

Using Your Guided Reading Program 3
Factors Considered in Leveling Books 5
What Is Guided Reading? 8
Organizing Your Classroom for Guided Reading 10
Setting Up Literacy Centers 12
Grouping Students 14
Running Guided Reading Groups 15
Using the Guided Reading Teaching Cards 18
Assessment: Observation 20
Assessment: Running Records 22
Assessing and Building Reading Fluency 26
Benchmark Books 30
Reading Level Correlations 31

Characteristics of Text

Level A 32
Level B 33
Level C 34
Level D 35
Level E 36
Level F 37
Level G 38
Level H 39
Level I 40
Level J 41
Level K 42
Level L 43
Level M 44
Level N 45
Level O 46
Level P 47
Level Q 48
Level R 49
Level S 50
Level T 51
Level U 52
Level V 53
Level W 54
Level X 55
Level Y 56
Level Z 57

Additional Resources

Reading Logs 58
Evaluation Response for Text Gradient 67
Additional Leveled Books Available from Scholastic 68
Technology 73
Home/School Letter 74
Skills and Strategies Charts 76
Guided Reading Research Base 85
Bibliography 88

USING YOUR GUIDED READING PROGRAM

The *Scholastic Guided Reading Program* is a varied collection of books that are categorized by the kind and level of challenge they offer students as they are learning to read. The Guided Reading Program consists of 260 books organized into 26 levels of difficulty—Levels A–Z. Many different characteristics of the texts are considered in determining the level of challenge and support a particular book or shorter story presents.

Advantages of a Leveled Book Collection

A leveled book set has many advantages, including the following:

- **It provides experience with a wide variety of texts within a level.**
- **It makes it easier to select books for groups of children.**
- **It lends itself to flexible grouping.**
- **It provides a way to assess children's progress.**
- **It provides a basic book collection that can be expanded over time.**

Multiple Copies of Books

Six copies of each book are provided so that students in small groups will have access to their own copies. Having a collection of books on various levels, with multiple copies of each book, allows you to consider individual strengths when grouping and selecting books. To help you identify a book's level quickly, you may place a Guided Reading Program sticker for the level on each book cover.

Flexibility of Use

With a gradient of text, grouping can be more flexible. Students might read only some of the books in a level, and not necessarily in the same sequence. In addition, children may change groups based on individual needs. The **Characteristics of Text** and **Behaviors to Notice and Support**, on pages 32–57, will assist you in placing children in the appropriate levels.

If you note that some students need extra support for a particular text or that the selection is too difficult for most of the group, you can abandon guided reading and instead use shared reading to experience the book. Then you can select an easier book the next day. As students progress, have them reread books on a lower level for enjoyment. Students will become more confident readers as they reread a book for meaning with no need for problem solving.

Adding to the Guided Reading Program

The Guided Reading Program has been designed with adaptability in mind, so you may add copies of children's and your own favorite books to the library. You may place a Guided Reading Program sticker for the suggested level on each book you add.

Variety Within Levels in the Collection

When working with groups in classroom reading, a broad base of text is needed. The Guided Reading Program provides this broad base. Readers who experience only one kind of book may develop a narrow range of strategies for processing text. With a leveled set, difficulty is controlled because all text characteristics have been factored in. Yet the level of text is not artificially controlled because the variety of text characteristics occurs within natural story language.

The early levels of the Guided Reading Program introduce students to reading print. While reading at these beginning levels, students apply phonics skills, develop a core of high-frequency words, work with print in a variety of layouts, and engage with a variety of high-interest texts.

Books at later levels (Levels J and beyond) include a wider range of text. Within each level, literary texts are included. Essentially, there are three kinds of books at these levels, although there is variety within each category.

- **First, there are longer stories and chapter books—mostly narratives that present increasingly complex plots and memorable characters. These longer selections provide an opportunity for readers to sustain reading over time, remembering details, and getting to know characters as they develop.**
- **Second, there are informational books which are generally shorter. These present complex ideas and some technical language. They challenge students to acquire and discuss ideas and information and to go beyond the text to research topics of interest to them.**
- **Third, there are picture books at a more sophisticated level than before. These picture books provide an opportunity to expand vocabulary, to interpret stories, and to recognize how illustrations contribute to the story. Like the short story, picture books provide the advanced reader complex reading material that does not take several days to complete.**

FACTORS CONSIDERED IN **LEVELING BOOKS**

In placing a book, short story, or article along a gradient of text, multiple characteristics of text are considered. Here is a sample list.

Book and Print Features
Refers to the physical aspects of the text—what readers cope with in terms of length, size, print layout, and font size. It also refers to the interpretation of illustrations and the relationships between information in graphics and the body of the text.

- How many words are in the book?
- How many lines of text are on each page?
- How many pages are in the book?
- What size is the print?
- How much space is there between words and lines?
- How easy is it to find information?
- What is the relationship between print and illustrations?
- Are there graphics (photos, diagrams, maps) that provide essential information and how easy are the graphics to interpret?
- What are the features of print layout? (For example, do sentences begin on the left or do they "wrap around" so that end punctuation must be relied upon?)
- Is print placed in standard, predictable places on the pages or is it used in creative ways that require the reader's flexibility?
- Do size and shape of book, binding, and layout play a role in text interpretation?

Genre
Means the "type" or "kind" and refers to a classification system formed to provide a way of talking about what texts are like (fiction—including realistic fiction, fantasy, traditional literature; and nonfiction—including biography, autobiography, and informational texts).

- What is the "genre" or "kind" of book?
- What special demands does this genre make on readers?
- Is this an easy or more difficult example of the genre?

Content
Refers to the subject matter that readers are required to understand as they read both fiction and nonfiction texts.

- What background information is essential for understanding this text?
- What new information will readers need to grasp to read the text?
- How accessible is the content to the readers?

Themes and Ideas
Refers to the "big picture," the universality of the problem in the text and its relevance to peoples' lives.

- What is the theme of the text?
- Are there multiple themes that the reader must understand and be able to talk about?
- How accessible are the "big ideas" to the reader?

Language and Literary Features
Refers to the writer's style and use of literary devices. Literary features are those elements typically used in literature to capture imagination, stir emotions, create empathy or suspense, give readers a sense that characters and story are real, and make readers care about the outcome of the plot. Nonfiction books may incorporate some literary features.

- From what perspective is the story or informational text written?
- To what degree does the writer use literary language, such as metaphor?
- To what degree does the writer use sophisticated literary devices, such as flashbacks or stories within stories?
- How engaging and authentic is the dialogue?
- Is dialogue assigned (using *he said*) or unassigned with longer stretches of interchange that the reader must follow and attribute to one character or another?
- How are characters revealed through what they say or think and what others say or think about them?
- How easy is it to understand the characters and their motivations and development?
- Is character development essential to the story?
- How essential to the story are understandings about setting and plot?

Vocabulary and Words
Refers to the words and their accessibility to readers. Vocabulary generally refers to the meaning of words that readers may decode but not understand. Word solving refers to both decoding and to understanding meaning.

- What is the frequency of multisyllabic words in the text?
- How complex are word meanings? (For example, are readers required to understand multiple meanings or subtle shades of meaning of words?)
- What prior knowledge is needed to understand the vocabulary of the text?
- How many content or technical words are included in the text?

Sentence Complexity
Refers to the syntactic patterns readers will encounter in the text; sentences may be simple (short, with one subject and predicate) or complex (longer, with embedded clauses).

- What is the average length of sentences in the text?
- To what degree do sentences contain embedded clauses?
- What is the sentence style of the writer?
- Are there complex sentences joined by *and*, *but*, or other conjunctions?
- Are paragraphs organized so that readers can recognize lead sentences and main ideas?

Punctuation
Refers to the graphic symbols that signal the way text should be read to reflect the author's meaning.

- What punctuation symbols are used in the text?
- What do readers need to notice about punctuation in order to fully understand the text?
- What punctuation is essential for readers to notice to read with fluency and phrasing?

Using Leveled Books With Readers

The success of guided reading depends on many factors other than text characteristics. These, of course, have to do with the young readers using the texts as well as teacher-student interactions and include:

- **The reader's prior knowledge of the topic, including vocabulary and concepts.**
- **The reader's prior experience with texts that have similar features.**
- **The way the teacher introduces the text.**
- **The supportive interactions between the teacher and children before, during, and after reading.**
- **The level of interest teachers help students build.**

Level-by-Level Descriptions

Characteristics of text for each level in the Guided Reading Program are listed on pages 32–57. These descriptions are general: not every book included in a level will have every characteristic noted. Also listed are some important behaviors to notice and support at each level. As you use these books with children, you will notice how they support and challenge students.

Other Resources

You may want to refer to the following resources for descriptions of guided reading as well as additional books for each level:

- Fountas, Irene, and Pinnell, G.S. 1996. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.
- Fountas, Irene, and Pinnell, G.S. 1999. *Matching Books to Readers: A Leveled Book List for Guided Reading, K–3*. Portsmouth, NH: Heinemann.
- Fountas, Irene, and Pinnell, G.S. 1999. *Voices on Word Matters.* Portsmouth, NH: Heinemann.
- Pinnell, Gay Su and Fountas, I.C. 1998. *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom.* Portsmouth, NH: Heinemann.

WHAT IS GUIDED READING?

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts. The text is easy enough for students to read with your skillful support. The text offers challenges and opportunities for problem solving, but is easy enough for students to read with some fluency. You choose selections that help students expand their strategies.

What is the purpose of guided reading?

You select books that students can read with about 90 percent accuracy. Students can understand and enjoy the story because it's accessible to them through their own strategies, supported by your introduction. They focus on meaning but use problem-solving strategies to figure out words they don't know, deal with difficult sentence structure, and understand concepts or ideas they have never before encountered in print.

Why is guided reading important?

Guided reading gives students the chance to apply the strategies they already know to new text. You provide support, but the ultimate goal is independent reading.

When are children ready for guided reading?

Developing readers have already gained important understandings about how print works. These students know how to monitor their own reading. They have the ability to check on themselves or search for possibilities and alternatives if they encounter a problem when reading. For these readers, the guided reading experience is a powerful way to support the development of reading strategies.

The ultimate goal of guided reading is reading a variety of texts with ease and deep understanding. Silent reading means rapid processing of texts with most attention on meaning, which is achieved as readers move past beginning levels (H, I, J). At all levels, students read orally with fluency and phrasing.

Matching Books to Readers

The teacher selects a text for a small group of students who are similar in their reading behaviors at a particular point in time. In general, the text is about right for students in the group. It is not too easy, yet not too hard, and offers a variety of challenges to help readers become flexible problem solvers. You should choose Guided Reading Program books for students that:

- match their knowledge base.
- help them take the next step in learning to read.
- are interesting to them.
- offer just enough challenge to support problem solving while still supporting fluency and meaning.

Supporting Students' Reading

In working with students in guided reading, you constantly balance the difficulty of the text with support for students reading the text. You introduce the story to the group, support individuals through brief interactions while they read, and guide them to talk together afterwards about the words and ideas in the text. In this way, you refine text selection and help individual readers move forward in developing a reading process.

Good readers employ a wide range of word-solving strategies, including analysis of sound-letter relationships and word parts. They must figure out words that are embedded in different kinds of texts. Reading a variety of books enables them to go beyond reading individual words to interpreting language and its subtle meanings.

For more specific teaching suggestions, see individual cards for each book title.

Procedure for Guided Reading

- The teacher works with a small group of students with similar needs.
- The teacher provides introductions to the text that support children's later attempts at problem solving.
- Each student reads the whole text or a unified part of the text.
- Readers figure out new words while reading for meaning.
- The teacher prompts, encourages, and confirms students' attempts at problem solving.
- The teacher and student engage in meaningful conversations about what they are reading.
- The teacher and student revisit the text to demonstrate and use a range of comprehension strategies.

ORGANIZING YOUR CLASSROOM FOR GUIDED READING

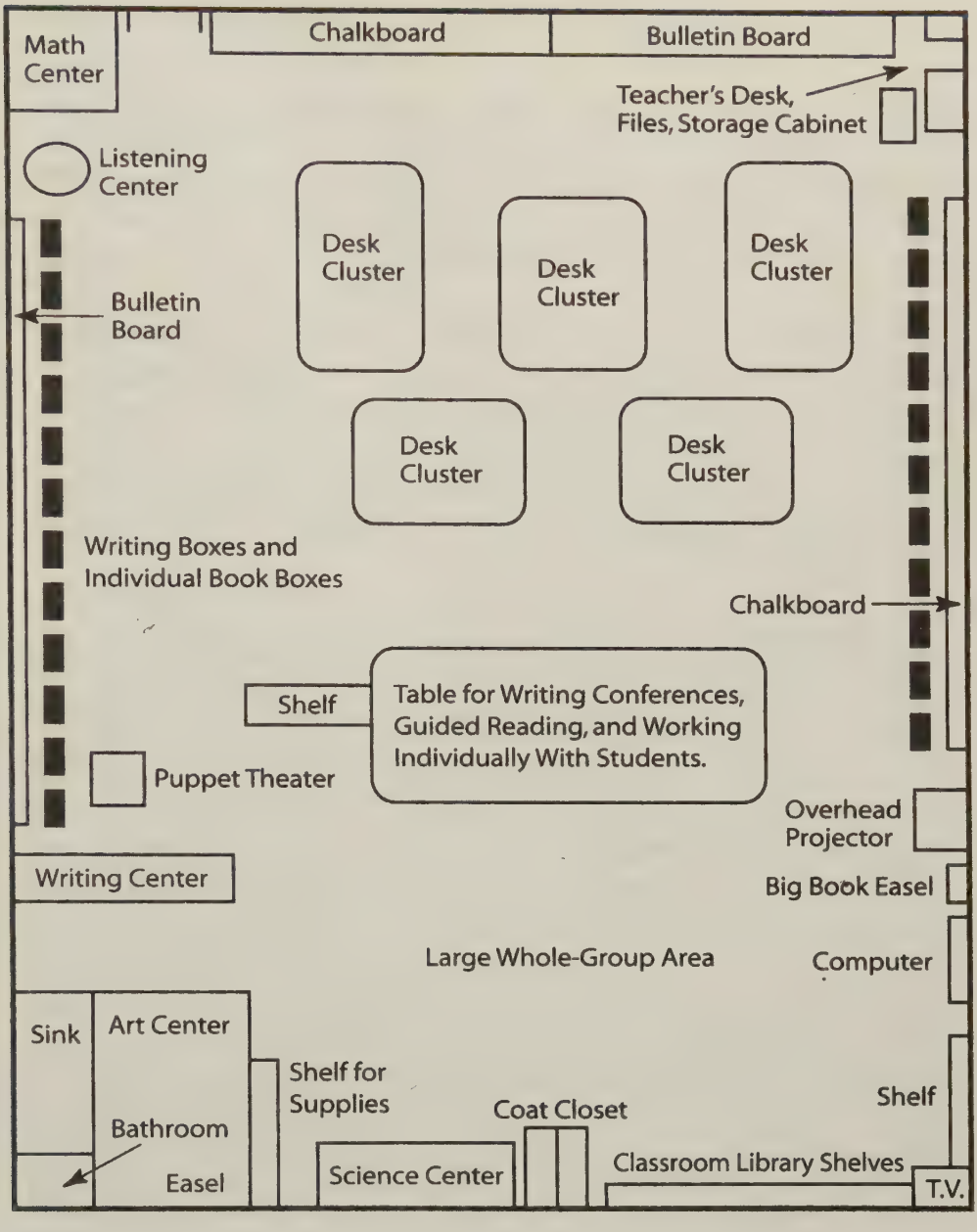
adapted from *Guided Reading: Making It Work* (Schulman and Payne, 2000)

Good management begins with a thoughtful room arrangement and careful selection of materials; the way you organize furniture and supplies will support the learning that takes place within your classroom. For guided reading to be effective, the rest of the class must be engaged in other literacy activities that do not require direct teacher involvement. For most classes, this means literacy centers that accommodate small groups of students. So, a strategically-arranged classroom for guided reading would have a class library, inviting spots for individual work, spaces for whole-class gatherings and small-group meetings, and several literacy centers.

Arranging the room and organizing materials for effective reading and writing workshops takes thought and planning. So before the school year even begins, consider the activities you're planning for your class and the physical layout of your room. With a little ingenuity, you can provide an environment that will support learning all year long.

Scheduling for Guided Reading

To determine the time you'll need for guided reading, consider the number of students in your class and the range of reading abilities they possess. Then create your initial groupings; the ideal group size is four to six, though guided reading groups might range from three to eight. Place below-grade or struggling readers in smaller groups. Keep in mind that sessions are short—often 10–15 minutes for emergent readers, and 15–30 minutes for more advanced readers. You will want to meet with at-risk groups every day; five meetings over a two-week period for more advanced groups is typical. You'll also want to allow yourself some time for assessment—taking a running record, jotting anecdotal notes, or conducting oral interviews, for example. Finally, allow a few minutes between groups to check in with the rest of the class.


Math Center
Chalkboard
Bulletin Board
Teacher's Desk, Files, Storage Cabinet
Listening Center
Desk Cluster
Desk Cluster
Desk Cluster
Bulletin Board
Desk Cluster
Desk Cluster
Writing Boxes and Individual Book Boxes
Chalkboard
Shelf
Table for Writing Conferences, Guided Reading, and Working Individually With Students.
Puppet Theater
Overhead Projector
Writing Center
Big Book Easel
Large Whole-Group Area
Computer
Sink
Art Center
Shelf for Supplies
Coat Closet
Shelf
Bathroom
Easel
Science Center
Classroom Library Shelves
T.V.

SETTING UP LITERACY CENTERS

adapted from *Guided Reading: Making It Work* (Schulman and Payne, 2000)

As a way of managing the time to meet with small groups of students, teachers often use literacy centers. At literacy centers, students continue to participate in purposeful and authentic literacy activities. These centers provide many opportunities to practice the skills real readers and writers use. They take the place of traditional worksheets and are not meant to be graded.

Literacy centers can be designed to address a wide range of skills levels, learning styles, and interests. Students work in heterogeneous groups that change often. The number of students at each center depends upon the type of center and the space for it. For example, in one first-grade classroom, the listening center has stations for four students, the computer center accommodates one student per computer, and the library center holds up to three students.

When arranging your centers, consider the number of students you want to accommodate at once, the space you have available, and the topics that you want to cover. Also think about transitions between centers—will students work at the same center during the whole guided reading period? If so, do they know what to do if they finish early? If not, do they know how to move to another center or activity without disturbing you or other class members? Establishing clear expectations and routines will help centers run smoothly, so you can focus on guided reading groups.

When first setting up students' use of literacy centers, take time each day to discuss with students what happened at centers that day. Some questions to consider are, "What went well? What might we change to make it work better?" This helps students think about ways to problem-solve when they meet difficulties working independently.

Things to Consider When Setting Up Literacy Centers

- Establish a manageable number of centers that can be changed easily and routinely.
- Plan time to introduce and demonstrate how each center operates. Some teachers do this during scheduled shared reading/writing time.
- Consider the physical arrangement of the centers to permit movement and a balance of quiet and noisy areas.
- Design centers to meet the range of all learners, addressing a variety of interests and learning styles.
- Have supplies accessible and labeled for independent student use.
- Create signs or charts that communicate functional information and directions, such as "How to Use the Audiocassette Player."
- Develop a plan for the rotation of students through centers and a way to keep track of centers.
- Provide an opportunity for students to select centers.
- Develop a signal or a problem-solving technique for students to use while they are at centers and you are working with other students.
- Periodically review what's working and not working at centers.

Managing and Organizing Literacy Centers

There are a variety of ways to organize and manage centers. Some teachers have students select literacy centers, while others choose the centers for the students to ensure they regularly rotate through them. No matter which approach you take, it is important to have a record-keeping system in place to monitor student participation in various centers.

GROUPING STUDENTS

Your job is to take each student from his or her present level to a more advanced one. Therefore, there must be assessment of individual students. With class sizes ranging from 20 to 35, grouping for instruction makes sense. As teachers, we want to make learning manageable, while avoiding any negative aspects of grouping.

Fundamentals of Grouping

Assessment of Students' Knowledge Base

Students' knowledge base is the key element in selecting texts and planning instruction for groups so that they can read with 90 percent accuracy and use the skills that assure understanding. Other aspects to consider when selecting the best level for a group include:

- **how well developing readers can control a strategy, such as analyzing a new word.**
- **the kinds of language students find understandable and which they find challenging.**
- **what concepts they know or what concepts they don't understand.**
- **the kinds of texts and genres they have experienced. For example, if they have handled only narrative texts, then informational texts may be difficult.**

See pages 32–57 for help in assessing which level is best for a group.

Dynamic Grouping

Because students' individual needs change so often, ongoing observation of behavior and assessment of their knowledge and experience are essential to the guided reading process. Students progress at different rates, so regrouping is also ongoing. By grouping in different ways for different purposes, you can avoid labeling students with group names that are symbols of a static achievement level.

As you informally assess students' reading on a daily basis, you may wish to use the descriptions of **Behaviors to Notice and Support** on pages 32–57 for the level of book you are using. A quick, informal observation of students' reading will help you determine if the book was at the appropriate level.

- **Was this book too hard for this student? If the child can't read it independently with 85–95 percent accuracy and isn't using strategies as he or she reads, then the book is too hard.**
- **If the student reads with such fluency that there is no need for problem-solving behaviors, then the student should be reading a higher-level text for guided reading. Of course, the lower-level text will be useful for fluency practice.**

RUNNING GUIDED READING GROUPS

Step 1 Select a Book

With students' needs in mind, select a book for a group of two to six. Use the **Characteristics of Text** to determine general level appropriateness and the description of **Behaviors to Notice and Support** to determine if students' reading ability matches that level. (See pages 32–57)

Depending on available time, each group of readers at levels A–J might read two to five new books a week. As texts become longer, readers will read fewer books but must sustain attention and memory over several days or a week of reading. For readers in grades 3–6, the goal of independent and guided reading instruction is to enable students to read one chapter book a week or several shorter selections. No two groups will read exactly the same sequence of books, and groups will change as the assessment system helps track progress.

Step 2 Introduce the Book

Introducing the story is probably the most important and most difficult part of guided reading, and it is your opportunity to provide most of the support to the reader. A brief introduction helps a group to read successfully with minimal teacher support. You may tailor the introduction based on the group and the particular text. Depending on the level of difficulty and students' reading abilities, the introduction includes any combination of these elements:

- **a short conversation about the main idea of the text.**
- **a briefing on the author's purpose for writing and some important features of the plot.**
- **a description of the main characters in the story.**
- **a presentation of any unusual or unique language, such as a repetitive refrain.**
- **a discussion of concepts needed for understanding of text by activating prior knowledge.**
- **drawing attention to any aspects of print that you consider important.**
- **getting students to predict what they think will happen.**
- **instructions on how much to read and what to do when finished.**

Without actually reading the text to students, frame it in a meaningful way. Using oral language in a way that familiarizes students with some words they will meet in print helps prepare them to read. It isn't necessary to introduce every page, preteach words, or give a purpose for reading. The idea is to help students to be able to move through the text on their own. Any brief intervention should not interfere with the momentum of independent reading.

Step 3 Read the Book

Once the book has been introduced, students are ready to read. Unlike round-robin reading, in which each student reads a page or sentence, each student using guided reading reads the entire text.

- **Each student reads independently and problem-solves on his or her own.**
- **Reading may be oral or silent, depending on level and skill.**

As students read, you are nearby to observe them, providing support when necessary. As they read, note reading behaviors and offer praise when students use a strategy successfully. More advanced students will be reading silently. You can sample their oral reading by asking them to lift their voices to an audible level for a page or two. All students continue reading silently at their own rates as you sample oral reading from several of them.

If students have been placed in the appropriate level, they will problem-solve independently. However, if the whole group seems stuck, you may want to stop the group to assist in problem solving. You might also make teaching points, such as pointing out inflectional endings or consonant digraphs. Detours should be brief, not interrupting the momentum of students' reading.

Try to choose one student in the group daily to observe and interact with, helping him or her develop reading strategies, and encouraging the independent use of those strategies.

Step 4 Respond to the Book and Learn about Reading

After students read, first invite them to discuss the meaning of the text. Then select one or two teaching points to bring to their attention. What you select to teach depends on students' needs. You might focus on the meaning of a portion of text, on character interpretation, on humor, or on some aspect of word solving, such as multisyllabic words. For example, you might:

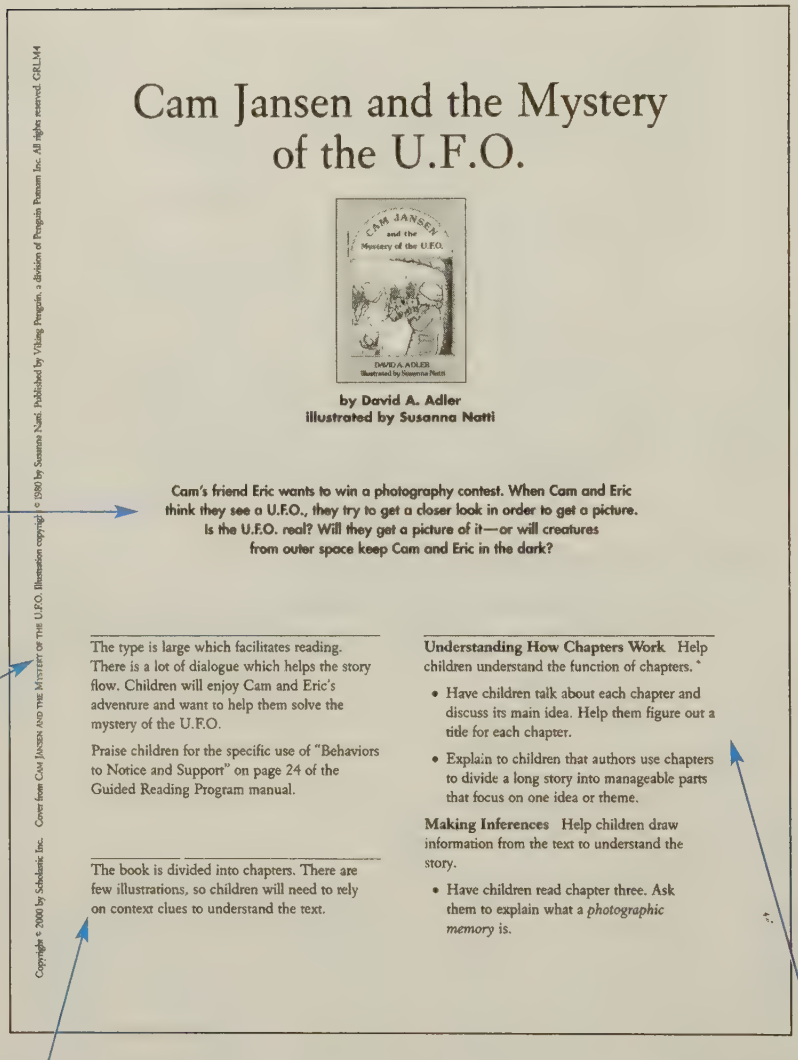
- **promote fluency and phrasing by asking students to read aloud a favorite part of the story or a portion of dialogue as that character might speak it.**
- **help students focus on key ideas and language by having them find a turning point in the story, a humorous part, or a description of a character's feelings.**
- **help students figure out new, longer words by having them focus on word parts or known words.**
- **engage students in actively exploring how words work—building words, changing words, and noticing their features.**

By following up the reading of a text in this way, you are helping students develop strategies that they can apply to the reading of other books. You are helping them learn the "how to" of reading and to move forward toward the goal of developing a reading process.

Step 5 Assess Behavior

The day after a new text is read, record the ability level of one child and note any progress. The **Behaviors to Notice and Support** can help you assess.

USING THE GUIDED READING TEACHING CARDS



Cam Jansen and the Mystery of the U.F.O.

by David A. Adler
illustrated by Susanna Natti

Cam's friend Eric wants to win a photography contest. When Cam and Eric think they see a U.F.O., they try to get a closer look in order to get a picture. Is the U.F.O. real? Will they get a picture of it—or will creatures from outer space keep Cam and Eric in the dark?

The type is large which facilitates reading. There is a lot of dialogue which helps the story flow. Children will enjoy Cam and Eric's adventure and want to help them solve the mystery of the U.F.O.

Praise children for the specific use of "Behaviors to Notice and Support" on page 24 of the Guided Reading Program manual.

The book is divided into chapters. There are few illustrations, so children will need to rely on context clues to understand the text.

Understanding How Chapters Work Help children understand the function of chapters.

- Have children talk about each chapter and discuss its main idea. Help them figure out a title for each chapter.
- Explain to children that authors use chapters to divide a long story into manageable parts that focus on one idea or theme.

Making Inferences Help children draw information from the text to understand the story.

- Have children read chapter three. Ask them to explain what a *photographic memory* is.

Copyright © 2000 by Scholastic Inc. Cover from CAM JANSEN AND THE MYSTERY OF THE U.F.O. Illustration copyright © 1980 by Susanna Natti. Published by Viking Penguin, a division of Penguin Putnam Inc. All rights reserved. GRL344

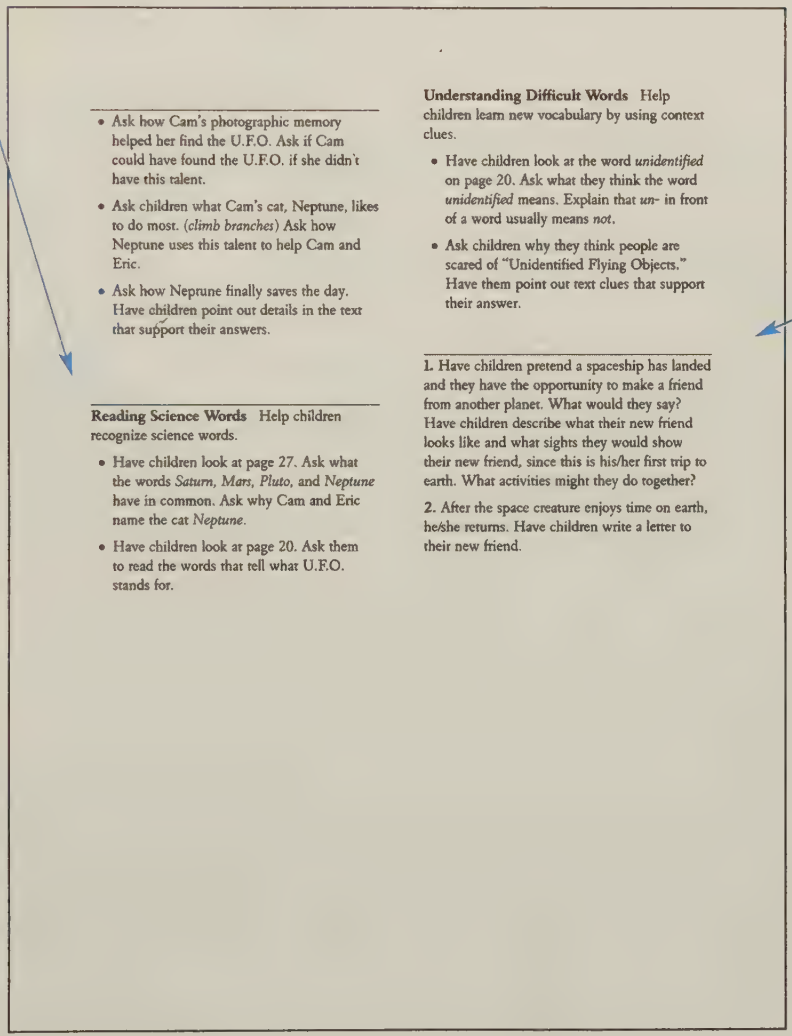
A summary is included to familiarize yourself with the book or give you a brief reminder of its content.

All texts have features that make it easier for the reader to make meaning. Those features are highlighted to assist you as you guide students through the book.

Even simple books may contain text features that may hinder a student's comprehension. These are noted so that you can be on the "lookout" for them as students read, and assist students in dealing with challenging features.

Lessons for one to two comprehension strategies are provided. In each lesson, the skill is defined and sample questions are included for you to teach the skill and assess students' mastery.

Lessons for one to two phonics and word-solving strategies are also provided. These lessons will help students decode unfamiliar words and use their knowledge of common spelling patterns as they read.



- Ask how Cam's photographic memory helped her find the U.F.O. Ask if Cam could have found the U.F.O. if she didn't have this talent.
- Ask children what Cam's cat, Neptune, likes to do most. (*climb branches*) Ask how Neptune uses this talent to help Cam and Eric.
- Ask how Neptune finally saves the day. Have children point out details in the text that support their answers.

Reading Science Words Help children recognize science words.

- Have children look at page 27. Ask what the words *Saturn, Mars, Pluto,* and *Neptune* have in common. Ask why Cam and Eric name the cat *Neptune*.
- Have children look at page 20. Ask them to read the words that tell what U.F.O. stands for.

Understanding Difficult Words Help children learn new vocabulary by using context clues.

- Have children look at the word *unidentified* on page 20. Ask what they think the word *unidentified* means. Explain that *un-* in front of a word usually means *not*.
- Ask children why they think people are scared of "Unidentified Flying Objects." Have them point out text clues that support their answer.

1. Have children pretend a spaceship has landed and they have the opportunity to make a friend from another planet. What would they say? Have children describe what their new friend looks like and what sights they would show their new friend, since this is his/her first trip to earth. What activities might they do together?

2. After the space creature enjoys time on earth, he/she returns. Have children write a letter to their new friend.

Reading and writing are reciprocal processes. Writing prompts for narrative, expository, descriptive, and persuasive writing are provided. Some help to further assess comprehension of text. Others offer writing process prompts for fuller, richer writing experiences.

ASSESSMENT
OBSERVATION

Overview

We define assessment as the collection of information about a student's learning, and evaluation as the judgment about the student's strengths and specific needs based on this information. Assessment should be continuous—based on observation and informal measures of reading performance. Evaluation should provide a guide for teaching decisions that will help the student's learning.

To assess and evaluate a student's literacy development, information needs to be collected to demonstrate the following:

- **how a student uses and responds to oral language in various settings.**
- **what a student knows about reading and writing.**
- **how a student uses reading and writing in various settings.**
- **how a student values reading and writing.**

The Guided Reading Program is structured to give information on different kinds of literacy skills for children with varied learning needs. The program supports literacy development in reading, writing, listening, and speaking. These literacy activities provide a wealth of assessment information.

Purposes of Assessment

As a student progresses from a beginning reader and writer to a fluent reader and writer, assessment may have several purposes:

- **to establish what a student initially knows about literacy.**
- **to identify a student's instructional reading level.**
- **to monitor a student's pattern of strengths.**

Assessment needs to take place at the beginning of the school year to know what foundational skills students have and to identify potential skill needs. All school-age children know something about oral and written language and are ready to learn more. Some may have knowledge about environmental print but little experience with books or with writing. Others may be confident with books and with some writing.

Observation

One of the best ways to assess an individual student's learning is through observation. For a well-rounded view of the student, try to observe him or her throughout the day in a variety of settings, such as during small-group and whole-class instruction, during independent reading time, or in the classroom library. What exactly can you observe? Some suggestions include:

- **oral language ability**
- **attitudes**
- **choices during "free time"**
- **specific behaviors related to print**
- **interests**
- **book-handling behaviors**
- **peer relationships**

Ask yourself questions such as the following when observing a student's behaviors related to print:

- **When the student reads or works with print, does he or she approach the task confidently?**
- **Does the student have a strategy for attempting unfamiliar words in reading and writing?**
- **Does the student read and write for different purposes?**
- **Can the student retell what he or she reads in a logical order?**
- **Does the student select reading materials suited to his or her personal interests?**
- **Does the student select reading materials suited to his or her level of reading development?**

Answers to these kinds of questions will help you make instructional decisions and set goals for an individual student, and will help the student progress in learning.

Make your observations systematic rather than random. Decide whom to focus on. Select one student or several at a time to closely watch. Keep a record for each student, noting what you see by recording it on self-adhesive stickies or peel-off labels that can be attached to the student's personal folder. Alternatively, keep a class list for easy referral.

When behaviors are observed, a check (✓) may be used. You may also wish to make a slash (/) the first time the behavior is observed and convert the slash to an X when you feel the behavior is performed with frequency. Indicating dates is helpful.

Decide when to observe. Observe during a time students are normally using books, when they first come into the room in the morning, or during a time they are involved in various learning centers. You may need to initiate the experience with students who do not independently go to books. Collect pertinent data, including written work samples and recordings of oral reading, and keep anecdotal records. Speak with parents for additional input.

ASSESSMENT
RUNNING RECORDS

An effective reader uses the visual information, based on knowledge of language and the content, to predict what comes next in the text, to check this prediction by taking in new visual information or by thinking about whether the prediction makes sense, and to confirm or reject this prediction in the light of this new information. If the prediction is rejected, the reader self-corrects.

When a student reads aloud, you can record what is read and look more closely at what the student is thinking and doing. Oral reading miscues reveal a student's reading strategies. Any miscues can be analyzed to make teaching decisions about the suitability of the level of the guided reading books being read and about the type of help a student may need. One way of doing this is to take a running record of oral reading.

Using a Running Record

Follow this assessment procedure to periodically monitor reading strategies:

First Step

Select something that is known to the student for him or her to read orally. (If it is too familiar, the reading may not reveal much information about the child's thinking.) This may be:

- **a guided reading book,**
- **a poem,**
- **a dictated piece of the child's writing,**
- **some of the student's published personal writing.**

Second Step

Ask the student to read the selected piece aloud. Record the student's reading in one of these ways:

- **Record the correct reading and miscues on a blank piece of paper as the student reads, keeping the same linear arrangement of the text.**

  OR

- **Make a copy of the text and mark the miscues on it as the student reads.**

Third Step

Tabulate the miscues. Use symbols to indicate what the student is doing. Some usual conventions follow.

Accurate reading	✓✓✓	(checks follow text pattern)
Substitution	wet *(child)* Went *(text)*	
Attempt	w-we-wet went	
Self-correction	wet Went SC	
Omission	- went	(or circle word)
Insertion	is went	(or use carat)
Teacher told	- Went T	(or underline word)
Repetition (of word or sentence)	R2 (numeral indicated number of repeats)	(or wavy underlines)

Evaluation: Analysis of the Running Record

Miscues in oral reading performance help you to identify the strategies a student uses. Ask yourself why the student makes each error. To determine what cues the student depends on, consider the following:

- **Does the student use visual cues from letters and words, such as *they* for *them*?**
- **Does the student use context clues to construct meaning? Inaccurate reading that makes sense indicates the student is probably using prior knowledge or familiar oral language.**
- **Does the student use knowledge of the grammatical structure of language? Again, the student's own oral language may influence a response.**

Make your best guess as to what cues the student uses, recording by the miscues *v* for visual cues, *m* for meaning, and *s* for structure. One or more types of cues might be used for any miscue. By analyzing each miscue in this way you can get an indication of the strategies the student is using, as well as those not being used or those being overused. Also notice instances of self-correction. Self-correction is an important skill in good reading.

Finally, make any notes on the running record about behaviors during the session. All of this information will assist you in assessing the student.

Running Records as a Regular Monitoring Tool

For each student who is able to read some type of continuous text, it is useful to take a running record about every six weeks. Repeat more often for students for whom you have concerns. For fluent readers it would only be necessary at the beginning, middle, and end of the school year.

Establish a system. For example, you might choose one student per school day, keeping the dated record and analysis in each student's portfolio to monitor the progress during the year. Select a time when you can hear the student read without interruptions, such as when other students are engaged in individual quiet reading.

Sample Running Record

Name: _____ Date: _____

Title: _____

PAGE	TEXT INFORMATION USED	RUNNING RECORD	
4	The animals had a picnic	✓ ✓ have ✓ ✓	v, m
	To celebrate the fair.	✓ ✓ ✓ ✓	
	They all brought something tasty	✓ ✓ bought ✓ t/testy/SC	v, m, s
	For everyone to share.	✓ ✓ ✓ ✓	
7	The lambs brought yams.	✓ ✓ bought ✓	v, m, s
	The bees brought peas.	✓ ✓ bought ✓	v, m, s
	The poodles brought noodles	✓ ✓ bought ✓	v, m, s
	All sprinkled with cheese.	✓ sprin/sprinkle/SC ✓	
8	The cheetahs brought pitas.	✓ ✓ bought pasta/T	v, m, s
	The mice brought rice.	✓ ✓ bought ✓	v, m, s
	The moose brought juice	✓ ✓ bought ✓	v, m, s
	And a bucket of ice.	✓ ✓ ✓ ✓ ✓	
11	The pigs brought figs.	✓ ✓ bought ✓	v, m, s
	The bears brought pears.	✓ ✓ bought ✓	v, m, s
	The apes brought grapes	✓ ✓ bought ✓	v, m, s
	And some picnic chairs.	✓ ✓ ✓ ✓	
12	The raccoons brought spoons.	✓ ✓ ✓ ✓	
	The moles brought bowls.	✓ ✓ ✓ ✓	
	The storks brought forks	✓ ✓ ✓ fo/fork/SC	
	And some cinnamon rolls.	✓ ✓ c/cam/camon/T	v
15	The snakes brought cakes	✓ snake bought ✓	v, m, s
	And I brought the tea.	✓ ✓ ✓ ✓ ✓	
	It was a wild picnic –	✓ ✓ ✓ ✓ ✓	
	Just the animals and me!	✓ ✓ ✓ ✓ ✓	

v=visual, m=meaning, s=structure

Teacher's Notes

Adib said, He told the story (pointing to picture) because it said, "I brought the tea."

If bought *is counted as only one error, errors* $= \frac{103}{16} = 6.4$

Accuracy = 95%

Self-correction rate $= \frac{5 + 3}{3} = 2.6$

If each time brought *is read as an error; errors* $= \frac{100}{16} = 6.25$

Accuracy = 85%

Self-correction $= \frac{16 + 3}{3} = 6.33$

Adib is using all strategies when reading and seems to have cross-checked one cue against another to self-correct. I could draw his attention to the difference between brought *and* bought. *This book is at a suitable level of difficulty for instruction.*

Evaluation of Suitability of Books

If a student is reading at an appropriate instructional level, approximately 94% of the text should be read accurately. An attempt at a word that is eventually correct is not an error; record this as a self-correction and tally it as accurately read. By calculating the percentage of accurately read words and analyzing the types of errors, you'll be able to determine whether the student is reading books at the appropriate instructional level, and you'll be able to choose the right Guided Reading books for individuals and groups.

Students may select a guided reading book to have it read to them or to read with a partner. In these instances the book may be easier or harder than the instructional level.

ASSESSING AND BUILDING READING FLUENCY

adapted from *Building Fluency* (Blevins, 2001)

A large study conducted by the National Assessment of Educational Progress (Pinnell et al., 1995) concluded that 44 percent of fourth graders lacked the fluency levels necessary for grade level comprehension.

The National Research Council report, *Preventing Reading Difficulties in Young Children* (Snow, Burns, and Griffin, 1998), states "Adequate progress in learning to read English (or, any alphabetic language) beyond the initial level depends on sufficient practice in reading to achieve fluency with different texts." The report recommends, "Because the ability to obtain meaning from print depends so strongly on the development of word recognition accuracy and reading fluency, both the latter should be regularly assessed in the classroom, permitting timely and effective instructional response when difficulty or delay is apparent."

Definition

Fluency is "the ability to read smoothly, easily, and readily with freedom from word recognition problems." (*A Dictionary of Reading and Related Terms,* Harris and Hodges, 1981) In order to help students develop fluency, you must first know their oral reading accuracy and rate. There are several measurement tools you can use to identify the accuracy and rate, and nationally-normed averages exist. Many state standards now include these rates as benchmarks of students' reading progress. The combination of reading accuracy and rate is referred to as a student's oral reading fluency (ORF). It is expressed as "words correct per minute" (WCPM).

It is essential to measure both accuracy and rate. For example, if you measure only accuracy, you wouldn't know that it takes one student twice as long to read the same text as it does another student. Which student is fluent? Likewise, if you measure only rate, you wouldn't know that one student, who could read a text much more quickly than another student, makes significantly more mistakes. Which student is fluent?

Measuring Reading Rate

To determine a student's oral reading rate, take a one-minute, timed sampling of his oral reading of a passage at his reading level. The passage must be unfamiliar to the student, can be taken from any grade-level textbook or book series, and must contain a minimum of 200 words. Make a copy of the passage for the student and one for yourself so you can record his errors while he reads. As the student reads, follow along and mark on your copy any words he reads incorrectly. Use the guidelines below. For example, if a student stops or struggles with a word for three seconds, tell him the word and mark it as incorrect. Place a mark after the last word he reads. Then, tally the results

and consult the chart on the following pages, which shows national norms for oral reading rates of students in grades 2–8. Using these norms you can determine how your students rate nationally and which students need more work in developing fluency.

Note: Some educators suggest using three passages to avoid the content of any one passage affecting the fluency score. Have the student read each passage for one minute, noting all three scores. The median (middle) score is the student's fluency score for that testing period. For example, if a student scores 100, 102, and 110, his fluency score is 102. Use the same three passages for testing in the fall, winter, and spring.

Oral Reading Fluency Test-Scoring Guidelines

1. Words Read Correctly

These are words that the student pronounces correctly, given the reading context.

- Count self-corrections within 3 seconds as correct.
- Don't count repetitions as incorrect.

2. Words Read Incorrectly

Count the following types of errors as incorrect: (a) mispronunciations, (b) substitutions, and (c) omissions. Also, count words the student doesn't read within 3 seconds as incorrect.

- Mispronunciations are words that are misread: *bell* for *ball*.
- Substitutions are words that are substituted for the correct word; this is often inferred by a one-to-one correspondence between word orders: *dog* for *cat*.
- Omissions are words skipped or not read; if a student skips an entire line, each word is counted as an error.

3. 3-second Rule

If a student is struggling to pronounce a word or hesitates for 3 seconds, tell the student the word, and count it as an error.

Oral Reading Fluency Norms Grades 2–5

(Hansbrouck, J.E. and G. Tindal, 1992)

Grade	Percentile	WCPM* Fall	WCPM Winter	WCPM Spring
2	75%	82	106	124
	50%	53	78	94
	25%	23	46	65
3	75%	107	123	142
	50%	79	93	114
	25%	65	70	87
4	75%	125	133	143
	50%	99	112	118
	25%	72	89	92
5	75%	126	143	151
	50%	105	118	128
	25%	77	93	100

* WCPM = words correct per minute

Oral Reading Fluency Norms Grades 6–8

(Gary Germann, 2001)

Grade	Percentile	WCPM* Fall	WCPM Winter	WCPM Spring
6	90%	171	184	200
	75%	143	161	172
	50%	115	133	145
	25%	91	106	116
	10%	71	82	91
7	90%	200	206	212
	75%	174	182	193
	50%	148	158	167
	25%	124	133	145
	10%	104	115	124
8	90%	206	217	223
	75%	183	193	198
	50%	155	165	171
	25%	128	141	146
	10%	101	112	118

* WCPM = words correct per minute

**Current Oral Reading Fluency Norms for grades 1–8 can be found at *www.edformation.com*. These norms are updated in the fall, winter, and spring of each school year. Oral Reading Fluency (ORF) norms are available at the 90, 75, 50, 25, and 10 Percentiles. They are the results of an electronic aggregation of all students using Edformation's AIMSweb Benchmark Web-based software and Edformation's Standard Oral Reading Benchmark Passages. Questions can be directed to Edformation, Inc., 6420 Flying Cloud Drive, Suite 204, Eden Prairie, MN 55344. Call 952.944.1882 or fax 952.944.1884.

How to Interpret the Fluency Norms

These norms can be used to make classroom decisions including:

- **Screening and determining student eligibility for intervention programs,**
- **Setting instructional goals and objectives,**
- **Placing students in instructional groups,**
- **Selecting appropriate reading materials for students,**
- **Monitoring academic progress of students,**
- **Reporting student progress to parents, and**
- **Making adjustments to or changes in reading instruction.**

Reading Norm Charts

The norms are listed as percentile scores. For example, a percentile score of 65 means that 65% of students received fluency scores equal to or lower than the number indicated. Generally, students reading at the 50th percentile will have good comprehension of grade-level texts. Therefore, a fourth-grade student reading at 118 wcpm (50th percentile) would be expected to have at least adequate comprehension of grade-level text at the end of the year. A fourth grader who reads 143 wcpm (75th percentile) would be expected to have excellent comprehension of grade-level text at the end of the year. Those reading at 92 wcpm (25th percentile) would, however, be expected to have difficulty comprehending grade-level text.

Six Ways to Develop Fluency

Rasinski (1994) has identified six ways to build fluency.

Model Fluent Reading	Students need many opportunities to hear texts read aloud. This can include daily read-alouds, books on audiocasette, and books read by peers during book-sharing. While you read aloud to students, highlight particular aspects of fluency, such as how you read dialogue the way you think the character would say it or how you raise your voice at the end of a question sentence.
Provide Direct Instruction and Feedback	Direct instruction in fluency includes, but isn't limited to, independent reading practice, fluent reading modeling, and monitoring students' reading rates.
Provide Reader Support	Readers need to practice reading both orally and silently. Feedback during oral reading can aid in building fluency and attending to key aspects of fluency—speed, accuracy, and intonation. The most popular reader support techniques are echo reading, choral reading, partner reading, and reader's theater. In addition, books on audiocassette can be used.
Use Repeated Readings of One Text	Repeated readings, a popular technique developed by Samuels (1979), has long been recognized as an excellent way to help students achieve fluency. It has been shown to increase reading rate and accuracy and transfer to new texts. The student's reading is timed and feedback is given based on word accuracy and number of words read correctly per minute. The student then practices with the text until ready for another timed reading.
Cue Phrase Boundaries in Text	One of the characteristics of proficient readers is the ability to group words together in meaningful units. Students who are having trouble with comprehension may not be putting words together in meaningful phrases or chunks as they read. Their oral reading is characterized by choppy, word-by-word delivery that impedes comprehension. One way to help is the use of phrase-cued texts in which the natural boundaries are marked on the passage. Students practice with the marked passage, then read the same passage unmarked.
Provide Students With Easy Reading Materials	Students need an enormous amount of individualized reading practice in materials that are not too difficult. The materials should be at the student's independent or instructional level (above 90% word recognition), not at the student's frustration level. Provide time in class for students to read independently or with partners, and also assign books to read at home on a daily basis.

BENCHMARK BOOKS

Level	Benchmark Book
Level A	I Can See
Level B	In the Forest
Level C	Swing, Swing, Swing
Level D	I Love Mud and Mud Loves Me
Level E	A Funny Man
Level F	"What Is That?" Said the Cat
Level G	Buzz Said the Bee
Level H	The Dinosaur Who Lived in My Backyard
Level I	Henny Penny
Level J	City Mouse—Country Mouse
Level K	Frog and Toad Are Friends
Level L	Teach Us, Amelia Bedelia
Level M	Cam Jansen and the Mystery of the U.F.O.
Level N	Amber Brown Is Not a Crayon
Level O	The Boxcar Children
Level P	Circle of Gold
Level Q	Class Clown
Level R	Kid Power
Level S	Catwings
Level T	Steal Away
Level U	P.S. Longer Letter Later
Level V	The Golden Goblet
Level W	Roll of Thunder, Hear My Cry
Level X	Gulliver's Stories
Level Y	The Call of the Wild
Level Z	The Red Scarf Girl

READING LEVEL CORRELATIONS*

Grade Level (Basal)	Guided Reading Levels	DRA Levels	Success for All Levels	Reading Recovery Levels	Stages of Reading	Lexiles	DRP Text
Kindergarten	A B	A 1 2	1–3	1–2	Emergent		
Pre-Primer	C D E	3 4 6–8	4–25 25	 3–8	Emergent/ Early	200–400	
Primer	F G	10 12	26–27	9–12	Early/ Transitional	 200–400	
1st Grade	H I	14 16	38–48	13–17	Early/ Transitional	 200–400	25–30
2nd Grade	J–K L–M	18–20 24–28	2.0	18–28	Transitional Fluency/ Extending	300–600	30–44
3rd Grade	N O–P	30 34–38	3.0	30–38	Fluency/ Extending	500–800	44–54
4th Grade	Q–R	40	4.0	40–42	Fluency/ Extending Advanced	600–900	46–55
5th Grade	S–V	44	—	44	Fluency/ Extending Advanced	700– 1000	49–57
6th Grade	W–Z	—	—	—	Advanced	800– 1050	51–60

*See **Text Gradient Chart** on the back of your materials folder. This chart identifies the overlapping level ranges for each grade in *The Scholastic Guided Reading Program.*

USING THE GUIDED READING PROGRAM

Characteristics of Text

The easiest books are included in Levels A and B. We suggest that children begin using Level A books for guided reading after they have listened to many stories and participated in shared reading. They should have some familiarity with print and understand that you read print and move from left to right in doing so. Children need not know all the letters of the alphabet and their sounds before reading Level A books.

Level A includes picture books without words, some with simple labels or captions, and some with up to five or six words, often on one line. In general, these books have clear, easy-to-read print with generous space between words. These simple formats enable young children to focus on print and reading from left to right, while gradually increasing their control over more words. Many of the books have high-frequency words and repeating language patterns. Print is presented in a variety of ways, which helps children become flexible readers from the start. In general, the books focus on topics that are familiar to most children. Books with more complex topics usually have fewer words and will require more of an introduction and teacher-child interaction to support understanding.

Behaviors to Notice and Support

	Child's Name							
Understands familiar concepts in stories and illustrations								
Differentiates print from pictures								
Holds the book and turns pages from left to right								
Reads words from left to right								
Begins to match word-by-word, pointing with one finger under words								
Locates both known and new words								
Remembers and uses language patterns								
Relates the book to his/her experience								

Copyright © Scholastic Inc. All rights reserved.

USING THE GUIDED READING PROGRAM

LEVEL B

Characteristics of Text

Level B books generally have simple story lines or a single idea. The print is easy-to-read with adequate space between words so that children can point to words as they read. Books at this level generally have one or two lines of print on a page, somewhat longer sentences, and a variety of punctuation.

There is direct correspondence between the text and pictures, and repeating patterns support the reader. Topics are generally familiar to most children. If more complex concepts are involved, the reading of the book will require teacher-child interaction to support understanding.

Behaviors to Notice and Support

	Child's Name							
Demonstrates control of left-to-right movement and return sweep								
Begins to control word-by-word matching across two lines of text, pointing with one finger								
Notices and interprets detail in pictures								
Talks about ideas in the text								
Remembers and uses language patterns in text								
Uses knowledge of high-frequency words to check on reading								
Uses word-by-word matching to check on reading								
Notices mismatches in meaning or language								
Uses visual information, such as the first letter of the word, to read known and new words								
Pays close attention to print								
Notices features of letters and words								
Begins to self-monitor, noticing mismatches in meaning or language								
Rereads to confirm or figure out new words								

Copyright © Scholastic Inc. All rights reserved.

LEVEL C

USING THE GUIDED READING PROGRAM

Characteristics of Text

Level C books have simple story lines and topics that are familiar to most children. Some may offer a new viewpoint on a familiar topic. Level C books generally have more words and lines of print than books at earlier levels. Print is clear and readable with adequate space between words. Most sentences are simple, but some have more complex structure, offering readers a challenge. While Level C books include some repeating language patterns, these are more complex and there is a shift to more varied patterns. Language patterns are more likely to change from page to page, so children cannot rely on them to make predictions and must pay closer attention to print. Level C books include many high-frequency words, as well as easily decodable words.

Behaviors to Notice and Support

	Child's Name							
Demonstrates control of left-to-right directionality and word-by-word matching across several lines of print								
Begins to track print with eyes								
Rereads to solve problems, such as figuring out new words								
Demonstrates awareness of punctuation by pausing and using some phrasing								
Uses picture details to help figure out words								
Remembers and uses language patterns in text								
Rereads to confirm or figure out new words								
Solves some new words independently								
Controls directionality and word-by-word matching with eyes, using finger at points of difficulty								
Uses visual information to predict, check, and confirm reading								
Recognizes known words quickly and uses them to figure out the meaning of new words								
Searches for understanding while reading								

Copyright © Scholastic Inc. All rights reserved.

USING THE GUIDED READING PROGRAM

Characteristics of Text

Stories at Level D are slightly more complex than at previous levels. Generally, Level D books have topics that are familiar to most children, but also include some abstract or unfamiliar ideas. Text layout is still easy to follow with both large and small print. Sentences are a little longer than at Level C. Some are carried over to the next page or several pages and use a full range of punctuation. There are more compound words, multisyllable words, and words with a variety of inflectional endings. Illustrations are still supportive but less so than at the previous level, requiring the reader to pay more attention to print.

Behaviors to Notice and Support

	Child's Name							
Remembers language patterns and repeating events over longer stretches of text								
Self-corrects, using visual information								
Controls directionality and word-by-word matching with eyes, using finger only at points of difficulty								
Searches for understanding while reading								
Remembers details from the text and pictures								
Pays close attention to words and their structural features (for example, endings)								
Reads fluently, with phrasing								
Rereads to confirm or figure out new words								
Solves new words using knowledge of sound/letter relationships and word parts								

USING THE GUIDED READING PROGRAM

Characteristics of Text

Level E books are generally longer than books at previous levels, either with more pages or more lines of text on a page. Some have sentences that carry over several pages and have a full range of punctuation. The text structure is generally more complex: stories have more or longer episodes, and informational books have more difficult ideas and concepts. However, in texts with more difficult concepts, there are usually repeating language patterns that offer some support. There are more multisyllable and compound words at this level.

Behaviors to Notice and Support

	Child's Name							
Tracks print with eyes except at points of difficulty								
Uses language syntax and meaning to read fluently, with phrasing								
Demonstrates awareness of punctuation by pausing, phrasing, and reading with inflection								
Rereads to self-monitor or self-correct phrasing and expression								
Recognizes many words quickly and automatically								
Figures out some longer words by taking them apart								
Relates texts to others previously read								
Reads for meaning but checks with the visual aspects of print (letters, sounds, words)								
Rereads to search for meaning and accuracy								
Remembers details and uses them to clarify meaning								
Demonstrates understanding by talking about text after reading								

Copyright © Scholastic Inc. All rights reserved.

USING THE GUIDED READING PROGRAM

Characteristics of Text

In general, texts at Level F are longer and have more story episodes than at previous levels. There are also shorter texts with some unusual language patterns. Books have some concepts unfamiliar to children and some are even abstract, requiring reflection. Pictures continue to support reading, but closer attention to print is required. Language patterns are more characteristic of written language than of spoken language. Some Level F books have smaller print and more words and lines of text. There are many more new words and a greater variety of high-frequency words. A full range of punctuation is used to enhance meaning.

Behaviors to Notice and Support

Child's Name								
Tracks print with eyes, using the hand only at points of difficulty								
Demonstrates awareness of punctuation by pausing, phrasing, and reading with inflection								
Uses syntax of written language to figure out new words and their meaning								
Uses sound/letter relationships, word parts, and other visual information to figure out new words								
Uses known words to figure out new words								
Uses multiple sources of information to search and self-correct								
Figures out longer words while reading for meaning								
Rereads to figure out words, self-correct, or improve phrasing and expression								
Rereads to search for meaning								
Recognizes most words quickly and automatically								
Moves quickly through the text								
Reads fluently, with phrasing								
Talks about ideas in the text and relates them to his/her experiences and to other texts								

USING THE GUIDED READING PROGRAM

Characteristics of Text

Most books at Level G are not repetitive. These books include a variety of patterns. Knowledge of punctuation is important in understanding what the sentence means and how it should be spoken. Vocabulary is more challenging, with a greater range of words and more difficult words, including some that are technical and require content knowledge. Concepts and ideas may be less familiar than at previous levels. Level G books have a greater variety of styles of print and text layout, requiring close attention to print and flexibility on the part of the reader.

Behaviors to Notice and Support

	Child's Name							
Reads fluently and rapidly, with appropriate phrasing								
Follows print with eyes, occasionally using finger at points of difficulty								
Notices and uses punctuation to assist smooth reading								
Recognizes most words quickly and automatically								
Uses sound/letter relationships, known words, and word parts to figure out new words								
Uses meaning, visual information, and language syntax to figure out words								
Rereads to figure out words, self-correct, or improve phrasing and expression								
Rereads to search for meaning								
Remembers details to support the accumulation of meaning throughout the text								
Uses pictures for information but does not rely on them to make predictions								

Copyright © Scholastic Inc. All rights reserved.

USING THE GUIDED READING PROGRAM

LEVEL H

Characteristics of Text

Level H books are similar in difficulty to Level G, but Level H has a wider variety, including books with poetic or literary language. Sentences vary in length and difficulty, and some complex sentences carry over several pages. Children will need to be familiar with the syntactic patterns that occur. Books have fewer repeating events and language patterns, requiring more control of aspects of print. The vocabulary is expanded and includes words that are less frequently used in oral language. The size of print varies widely.

Behaviors to Notice and Support

	Child's Name							
Reads fluently and rapidly, with appropriate phrasing								
Follows the text with eyes, using finger only at points of particular difficulty								
Notices and uses punctuation to assist smooth reading								
Recognizes most words rapidly								
Uses sound/letter relationships, known words, and word parts to figure out new words								
Uses meaning, visual information, and language syntax to solve problems								
Rereads phrases to figure out words, self-correct, or improve phrasing and expression								
Rereads to search for meaning								
Remembers details to support meaning accumulated through the text								
Uses pictures for information but does not rely on them to make predictions								
Searches for meaning while reading, stopping to think or talk about ideas								

Copyright © Scholastic Inc. All rights reserved.

USING THE GUIDED READING PROGRAM

Characteristics of Text

In general, the books at Level I are longer and more complex than at Levels G and H. The size of print is smaller and there are many more lines of print on the page. Books have longer sentences and paragraphs. There are more multisyllabic words, requiring complex word-solving skills. This level offers a greater variety of texts, including some that are informational, with technical language. Events in the text are more highly elaborated. Illustrations enhance the story, but provide low support for understanding meaning.

Behaviors to Notice and Support

Behaviors to Notice and Support	Child's Name							
Actively figures out new words using a range of strategies								
Follows the print with eyes								
Reads fluently, slowing down to figure out new words and then resuming speed								
Begins to silently read some of the text								
In oral reading, rereads some words or phrases to self-correct or improve expression								
Rereads to search for meaning								
Flexibly uses meaning, language syntax, and visual information to figure out new words and to monitor reading								
Self-corrects errors that cause loss of meaning								
Rereads when necessary to self-correct, but not as a habit								
Demonstrates understanding of the story and characters								
Goes beyond the text in discussions and interpretations								
Sustains problem-solving and development of meaning through a longer text and a two-or-three day period								

Copyright © Scholastic Inc. All rights reserved.

USING THE GUIDED READING PROGRAM

LEVEL J

Characteristics of Text

Although it supports essentially the same reading behaviors, Level J offers more difficult and varied books than Level I. It includes informational books with new concepts and beginning chapter books with complex narratives and memorable characters. The amount of print varies; some Level J books have full pages of text with few illustrations. Generally, illustrations enhance the text but offer little support for understanding text meaning or figuring out new words. The difficulty of the language also varies. There are books with easy and familiar language and others with literary language or other challenges. Texts have many high-frequency words but may also have unfamiliar and/or technical words.

Behaviors to Notice and Support

	Child's Name							
Uses multiple sources of information to process text smoothly								
Uses multiple strategies to figure out new words while focusing on meaning								
Analyzes words from left to right, using knowledge of sound/letter relationships								
Uses known words and word parts to figure out new words								
Reads fluently, slowing down to figure out new words and then resuming speed								
Flexibly uses meaning, language syntax, and visual information to monitor reading								
Self-corrects errors that cause loss of meaning								
Rereads when necessary to self-correct, but not as a habit								
Rereads to search for meaning								
Demonstrates understanding of the story and characters								
Goes beyond the text in discussions and interpretations								
Sustains problem-solving and development of meaning through a longer text read over several days								
Silently reads sections of text								
Makes inferences, predicts, and analyzes character and plot								

Copyright © Scholastic Inc. All rights reserved.

USING THE GUIDED READING PROGRAM

Characteristics of Text

The Level K collection includes longer chapter books with memorable characters, shorter informational books with technical language and new concepts, and literary texts with illustrations that enhance meaning. Stories have multiple episodes related to a single plot. Some stories have to do with times, places, and characters outside children's experience.

Readers will need to use a variety of strategies to figure out new writing styles. At this level, most reading will be silent, although teachers will always sample oral reading or invite children to read aloud for emphasis or enjoyment in group sessions. It will take more than one sitting for children to read some of the longer chapter books.

Behaviors to Notice and Support

	Child's Name							
Integrates multiple sources of information while reading with fluency								
When reading orally, reads rapidly, with phrasing, slowing down to problem solve and then resuming speed								
Reads silently much of the time								
Demonstrates understanding of the text after silent reading								
Makes inferences, predicts, and analyzes character and plot								
Flexibly uses multiple word-solving strategies while focusing on meaning								
Goes beyond the text in understanding of problems and characters								
Demonstrates facility in interpreting the text								
Sustains attention to meaning and interpretation of a longer text read over several days								

Copyright © Scholastic Inc. All rights reserved.

USING THE GUIDED READING PROGRAM

Characteristics of Text

In general, reading behaviors for Level L are the same as for Level K except they are applied to longer and/or more complex books. At Level L there is greater variety of texts, including informational books, biographies, chapter books, and some longer, highly literary, or informational picture books.

Chapter books have more sophisticated plots and characters that are developed throughout the text. Some books have abstract or symbolic themes that require higher-level conceptual understandings. Texts contain an expanded vocabulary with many multisyllabic words.

Behaviors to Notice and Support

	Child's Name							
Integrates multiple sources of information while reading with fluency								
When reading orally, reads rapidly, with phrasing								
Reads orally, with accuracy, not stopping to self-correct in the interest of fluency and phrasing								
In oral reading, uses multiple word-solving strategies with longer words								
Reads silently most of the time								
Demonstrates understanding and facility in interpreting the text after silent reading								
After reading longer sections of a text, predicts events, outcomes, problem resolutions, and character changes								
Makes connections between the text read and other books								
Sustains attention to meaning and interpretation of a longer text read over several days								

Copyright © Scholastic Inc. All rights reserved.

LEVEL M

USING THE GUIDED READING PROGRAM

Characteristics of Text

Level M books have a variety of formats. Topics vary widely, and include subjects that will be familiar to children and those that are new. Literary selections have complex language and subtle meanings that require interpretation and background knowledge.

Chapter books are longer with few pictures. This requires readers to have mastery of the text. Many books have small print and little space between words. Vocabulary is expanded, and many words require background knowledge for comprehension.

Behaviors to Notice and Support

	Student's Name							
Uses multiple sources of information to figure out words rapidly while focusing on meaning								
Flexibly applies word-solving strategies to more complex, multisyllabic words								
Demonstrates facility in interpreting text while reading orally, with fluency and phrasing								
Reads orally with high accuracy in most instances, not stopping to self-correct errors in the interest of fluency and phrasing								
Reads silently, except during assessment or to demonstrate text interpretation								
After reading longer sections of text, predicts outcomes, problem resolutions, and character changes								
Remembers details and sustains attention to meaning through a longer text								
Demonstrates understanding and facility at interpretation after silent reading								
Makes connections between the text read and other books								
Goes beyond the text to make more sophisticated interpretations								

Copyright © Scholastic Inc. All rights reserved.

USING THE GUIDED READING PROGRAM

LEVEL N

Characteristics of Text

The Level N collection includes longer texts in a variety of genres. There are chapter books that present memorable characters developed through literary devices such as humor, irony, and whimsy. There are informational books and books that offer mystery and suspense. Level N also has shorter selections that provide opportunity to interpret texts and go beyond them. Vocabulary continues to expand, and topics go well beyond students' own experience.

Behaviors to Notice and Support

	Student's Name							
Uses multiple strategies to figure out new words quickly								
Demonstrates facility in text interpretation while reading orally, with fluency and phrasing								
Reads silently, except during assessment or when demonstrating text interpretation								
Remembers details from one section of text to the next								
Sustains attention to a longer text, remembering details and revising interpretations								
Notices how illustrations convey the author's meaning								
Demonstrates sophisticated interpretation of characters and plot								
Makes connections among a wide variety of texts								
Goes beyond the text to speculate on alternative meanings								

Copyright © Scholastic Inc. All rights reserved.

USING THE GUIDED READING PROGRAM

Characteristics of Text

Books at Level O include selections from children's literature and chapter books. Books at this level explore more mature themes and topics that go beyond students' experience and expand it. Students can empathize with characters and learn about the lives of others. The vocabulary is sophisticated and varied. Most words will be known or within students' control; however, many will require interpretation of meaning. Many new multisyllabic words are included. Sentences are more complex and use a full range of punctuation.

Behaviors to Notice and Support

	Student's Name							
Solves words quickly and automatically while focusing on meaning								
Searches to understand the subtle shades of meaning that words can convey								
Demonstrates facility in text interpretation while reading orally, with fluency and phrasing								
In oral reading, figures out new words rapidly while reading smoothly and expressively								
Sustains attention to a text read over several days, remembering details and revising interpretations as new events are encountered								
After reading silently, demonstrates understanding and sophistication in text interpretation								
Makes connections among texts to enhance interpretation								
Goes beyond the text to speculate on alternative meanings								
Shows the ability to summarize the text in writing								

Copyright © Scholastic Inc. All rights reserved.

USING THE GUIDED READING PROGRAM

Characteristics of Text

In general, books at this level are longer and ideas and language are more complex than at previous levels. Level P has a variety of informational texts, including history and biography. Through this variety, students become familiar with texts that are organized differently and learn how to gain information from them. Other genres include chapter books that explore the problems of early adolescents.

Behaviors to Notice and Support

Behaviors to Notice and Support	Student's Name							
When reading silently, reads rapidly and with attention to meaning								
Actively acquires new vocabulary through reading								
Demonstrates facility in text interpretation while reading orally, with fluency and phrasing								
In oral reading, figures out new words rapidly while reading smoothly and expressively								
Sustains attention to a text read over many days, remembering details and revising interpretations as new events are encountered								
Demonstrates interest in reading an extended text over a longer time period								
After reading silently, demonstrates understanding and sophistication in interpreting meaning								
Compares the text with other books in an analytic way								
Goes beyond the text to speculate on alternative meanings								
Shows the ability to summarize and extend the text in writing								

Copyright © Scholastic Inc. All rights reserved.

USING THE GUIDED READING PROGRAM

Characteristics of Text

Level Q includes literature selections with sophisticated humor, complex plots, and memorable characters. Themes at this level are sophisticated and require interpretation. They serve as a good foundation for group discussion. Illustrations and their relationship to the text can be examined as well. Books have complex structure and difficult words that offer challenges. There are some words from languages other than English. Longer texts require an extended time period to read.

Behaviors to Notice and Support

Behaviors to Notice and Support	Student's Name							
Reads rapidly, with attention to meaning, when reading silently								
Actively acquires new vocabulaty through reading								
Demonstrates facility in text interpretation while reading orally, with fluency and phrasing								
In oral reading, figures out new words rapidly while reading smoothly and expressively								
Sustains attention to a text read over many days, remembering details and revising interpretations as new events are encountered								
Demonstrates interest in reading an extended text over a longer time period								
Demonstrates interest in reading shorter literary texts								
Uses illustrations to help analyze text meaning								
After reading silently, demonstrates understanding and sophistication in interpreting meaning								
Compares the text to other books in an analytic way								
Goes beyond the text to speculate on alternative meanings								
Goes beyond the text to interpret characters' thoughts and feelings								
Shows the ability to analyze and extend the text in writing								

Copyright © Scholastic Inc. All rights reserved.

USING THE GUIDED READING PROGRAM

LEVEL R

Characteristics of Text

At Level R, both fiction and nonfiction have a range of historical place and time settings, giving students an opportunity to empathize with characters and learn about their lives and the times and places in which they lived. In general, skills are the same as at Level Q, but are extended over a wider variety of texts. Some books require sustained reading over a longer time period. Vocabulary and language are sophisticated and offer challenges to the reader.

Behaviors to Notice and Support

Behaviors	Student's Name							
Reads rapidly, both orally and silently, while focusing on meaning								
Actively acquires new vocabulary while reading								
Sustains attention to a text read over many days, remembering details and revising interpretations as new events are encountered								
Demonstrates interest in reading an extended text over a longer time period								
Extends the text in various ways, including through research								
Demonstrates interest and ability in interpreting shorter selections								
Uses illustrations to help analyze text meaning								
After reading silently, demonstrates understanding and sophistication in interpreting meaning								
Uses comparison with other texts to assist interpretation								
Goes beyond the text to interpret characters' thoughts and feelings and to speculate on alternative meanings								
Demonstrates all interpretive and analytic skills in writing								

Copyright © Scholastic Inc. All rights reserved.

LEVEL S

USING THE GUIDED READING PROGRAM

Characteristics of Text

Level S includes literary selections, highly literary or informational picture books, and chapter books in a variety of genres. The collection reflects a wide variety of topics, cultures, and historical settings. Sentences and paragraphs at this level are complex.

Words present many shades of meaning which readers must interpret from the text and their own background knowledge. Selections offer opportunities for readers to make connections with other books they have read at earlier levels.

Behaviors to Notice and Support

	Student's Name							
Reads rapidly, both orally and silently, with attention to meaning								
Rapidly acquires new vocabulary through reading								
Sustains attention to a text read over many days, remembering details and revising interpretations as new events are encountered								
Demonstrates interest and ability in interpreting shorter selections								
Demonstrates flexibility in reading many different kinds of texts								
After reading silently, demonstrates understanding and sophistication in interpreting meaning								
Goes beyond the text to interpret characters' thoughts and feelings and to speculate on alternative meanings								
Demonstrates all analytic and interpretive skills in writing								
Extends text meaning through research, writing, or the arts								

Copyright © Scholastic Inc. All rights reserved.

USING THE GUIDED READING PROGRAM

Characteristics of Text

The Level T collection has a great variety of genres. Short selections include informational books, legends, historical fiction, and folk tales. Chapter books include autobiographies, historical narratives, realistic fiction, science fiction, and other fantasy stories. Some chapter books are quite long and require reading over an extended time. Judgement is needed as to whether students can sustain interest for these longer selections. Selections contain many sophisticated, multisyllabic words, and readers will need to consider both their literal and connotative meanings.

Behaviors to Notice and Support

Behaviors to Notice and Support	Student's Name							
Reads rapidly, both orally and silently, with attention to meaning								
In oral and silent reading, figures out new words automatically and easily interprets word meaning								
Sustains attention to a text read over many days, remembering details and revising interpretations as new events are encountered								
Demonstrates interest and ability in interpreting shorter selections								
Demonstrates flexibility in reading texts of different styles and genres								
After reading silently, demonstrates understanding and ability to analyze characters and plot								
Reflects knowledge of literary genre in conversation and writing								
Extends and demonstrates understanding of the text through writing in a variety of genres								
Extends and demonstrates understanding of the text through public speaking, research, or the arts								

Copyright © Scholastic Inc. All rights reserved.

LEVEL U

USING THE GUIDED READING PROGRAM

Characteristics of Text

Texts at Level U require readers to employ a wide range of sophisticated reading strategies that approach adult levels. The difference, of course, is that elementary and middle school students are still gaining the world experience and content knowledge, or the accumulation of text experience needed to deeply understand the more complex texts they will be reading at levels U through Z. By this time, students have built an integrated processing system, but they need to apply their strategies to increasingly difficult levels of text. As they do so, reading with fluency and understanding, they will expand and build their reading strategies.

Fiction texts at level U may have several different themes and multiple story lines. Texts are increasingly literary, with writers expressing layers of meaning through symbolism. Themes are more abstract; creative formats may be used, such as collections of short stories that build meaning over different texts, or novels that incorporate diaries, poetry, or stories within stories. Generally, there are more characters to follow and their development is more complex; there are plots and subplots. Informational texts at Level U cover a wide range of topics and present specific, technical information. As with earlier levels, illustrations require interpretation and connection to text.

Behaviors to Notice and Support

	Student's Name							
Notices graphic illustrations and gets information from them								
Synthesizes information from graphic information with the body of the text								
Uses the table of contents to help in understanding the organization of the text								
Grasps "layers" of meaning in a story; for example, specific understandings plus the "bigger picture"								
Reads, understands, and appreciates literary language								
Interprets illustrations and their connections to the text								
Keeps up with several different themes and many characters								
Interprets characters' motives and the influences on their development								
Recognizes and appreciates a wide range of genres, both fiction and nonfiction								
Notices and uses a full range of punctuation, including more rarely used forms such as dashes								
Learns technical words from reading								
Uses reading to learn about self and others								

Copyright © Scholastic Inc. All rights reserved.

USING THE GUIDED READING PROGRAM

LEVEL V

Characteristics of Text

At Level V, readers employ essentially the same range of strategies as at the previous level, but more background knowledge will be required for true understanding. Also, students will be rapidly adding to their reading vocabularies. Fiction includes science fiction that presents sophisticated ideas and concepts. In many works of realistic or historical fiction, the writer is conveying a significant message beyond the story. Readers must think critically and sustain attention, memory, and understanding of theme over much longer texts. Full appreciation of texts requires noticing aspects of the writer's craft, including metaphor, simile, and symbolism. Many long texts have print in a much smaller font.

Informational texts present complex ideas and may use more technical language. Topics are distant from students' experience in time and place. Biographies provide a significant amount of historical information. Many focus on harsh themes. Other longer biographies are told in narrative style but present complex themes.

Behaviors to Notice and Support

	Student's Name							
Understands and talks about complex themes, analyzing them and applying them to current life situations								
Understands many different perspectives that are encountered in fiction and nonfiction texts								
Evaluates both fiction and nonfiction texts for their authenticity and accuracy								
Deals with mature topics such as death, war, prejudice, and courage								
Thinks critically about and discusses the content of a literary work or the quality of writing								
Notices aspects of the writer's craft and looks at the text from a writer's point of view								
Sustains attention and thinking over the reading of texts that are long and have smaller fonts								
Tries new genres, topics, and authors, and is able to compare them with known genres, topics, and authors								
Makes connections across texts to notice an author's style or technique								
Understands symbolism in both realistic fiction and fantasy; discusses what symbols mean in terms of today's society								
Brings prior knowledge to bear in understanding literary references								
Learns technical language and concepts through reading								
Learns about self and others through reading, especially about societies that are different from one's own								

Copyright © Scholastic Inc. All rights reserved.

LEVEL W

USING THE GUIDED READING PROGRAM

Characteristics of Text

Texts at Level W have themes that explore the human condition, with the same kinds of social problems mentioned at earlier levels. Fiction and nonfiction texts present characters that suffer hardship and learn from it. The writing is sophisticated, with complex sentences, literary language, and symbolism. Texts vary in length; print is generally in a small font. Comprehending texts at this level will require awareness of social and political issues; through them, readers can learn to understand current social problems at deeper levels.

Fantasy includes science fiction as well as "high" fantasy that introduces heroic characters, questions, and contests between good and evil. Informational texts may present complex graphic information and require readers to possess a wide range of content knowledge and to understand all of the basic organizational structures for nonfiction. Narrative style biographies include many details of their subjects' lives and prompt readers to make inferences about what motivated their achievements.

Behaviors to Notice and Support

Behaviors to Notice and Support	Student's Name							
Sustains reading over longer and more complex texts; is not intimidated by varying layouts and styles of print								
Builds understanding of a wide variety of human problems								
Uses reading to expand awareness of people who are different from oneself								
Understands and learns from characters' experiences								
Learns about self and others through reading; actively seeks understanding of people different from oneself by culture, period of history, or other variation								
Deals with mature themes such as prejudice, war, death, survival, and poverty, and is able to discuss them in relation to one's own experiences								
Understands the complexities of human characters as they develop and change; discusses one's own point of view and relationship to characters								
Integrates understandings derived from graphic illustrations and the text								
Expands world knowledge through reading								
Flexibly and automatically uses tools such as glossary, references index, credentials for authors, legends, charts, and diagrams								

Copyright © Scholastic Inc. All rights reserved.

USING THE GUIDED READING PROGRAM

Characteristics of Text

Texts at Level X include the same wide range of genres shown at previous levels, but the themes explored are increasingly mature. High fantasy includes complex, extended symbolic narratives that require knowledge of previously-read texts for full understanding. Fantasy depicts quests and the struggle between good and evil. Readers are required to go substantially beyond the literal meaning of the text to construct a writer's implied meaning. In addition, texts require interpretation of theme and plot. In fiction texts, there may be many characters to follow and understand. There is a continuing increase in the sophistication of vocabulary, language, and topics. Nonfiction texts require extensive prior knowledge for full understanding. In addition, texts are designed to present a great deal of new knowledge, sometimes in a dense way. Graphic illustrations are helpful to readers but also require interpretation.

Behaviors to Notice and Support

	Student's Name							
Sustains attention over longer texts with more abstract, mature, and complex themes								
Notices, understands, and discusses a wide range of literary devices, such as flashbacks and stories within stories								
Deals with mature themes, such as family relationships, death, social injustice, and the supernatural								
Appreciates, understands, and discusses irony and satire								
Uses descriptive text as a way to understand settings and their importance to the plot or character development								
Discusses the setting as an element of the text, deciding whether it is important or unimportant								
Flexibly and automatically uses tools such as glossary, references index, credentials for authors, legends, charts, and diagrams								
Notices aspects of the author's craft, including the way characters are described and presented as "real"								
Talks about the text in an analytic way, including finding specific evidence of the author's style								
Understands and is able to use the sophisticated, scholarly, and technical language that is found in informational texts								

Copyright © Scholastic Inc. All rights reserved.

LEVEL Y

USING THE GUIDED READING PROGRAM

Characteristics of Text

Books categorized as Level Y present subtle themes and complex plots. As with earlier levels, they include a whole range of social problems as themes, but more explicit details (for example, about death or prejudice) may be provided. Readers will need to bring considerable world experience and reading experience to their understanding of these more mature texts. Writers use symbolism, irony, satire, and other literary devices that require readers to think beyond the literal meaning of the text.

Books at Level Y include many more complex works of fantasy that depict hero figures and heroic journeys. Readers are required to discern underlying lessons and also to analyze texts for traditional elements. Informational texts explore an ever-widening world of history and science; topics require extensive prior knowledge of complex concepts, as well as vocabulary. Readers are required to gather new information from reading and synthesize it with their current knowledge. A wide range of critical reading skills are also required, so that students continuously evaluate the quality and objectivity of the texts they read.

Behaviors to Notice and Support

Behaviors to Notice and Support	Student's Name							
Understands and discusses subtle and complex plots and themes								
Understands, discusses, and deals with, in a mature way, a wide range of social problems, including social injustice and tragedy								
Understands and discusses in a mature way texts that present explicit details of social problems								
Understands literary irony and satire as they are used to communicate big ideas								
Understands complex fantasy, entering into whole new worlds, and understands concepts in relation to the imagined setting								
Understands and discusses the fact that words can have multiple meanings in relation to the context in which they are used								
Flexibly and automatically uses tools such as glossary, references index, credentials for authors, legends, charts, and diagrams								
Interprets events in the light of the setting—time, place, and culture								
Engages in critical thinking about fiction and nonfiction texts								
Critically evaluates nonfiction texts for accuracy and presentation of information								

Copyright © Scholastic Inc. All rights reserved

USING THE GUIDED READING PROGRAM

LEVEL Z

Characteristics of Text

Level Z captures books that require reading strategies similar to those needed at lower levels, but which present such mature themes that readers simply need more experience to deal with them. Some students who are widely read may need this challenge. Some informational books present complex and technical information, sometimes within a denser text. Others deal with controversial social concepts and political issues that require readers to evaluate several points of view. Critical reading is essential, and readers often have to re-evaluate and revise their own previously held beliefs. Historical texts have detailed accounts of periods of history that are less well known. Readers learn new ways of finding technical information, and encounter complex examples of the basic organizational structures for informational texts. Fiction texts explore a wide range of human themes, often with graphic details of hardship, violence, or tragedy. High fantasy presents heroic quests, symbolism, and complex characters, and involves the reader in considering the meaning of life.

Behaviors to Notice and Support

	Student's Name							
Sustains reading and understanding over much longer texts								
Deals with a great range of texts—from diaries to narratives to plays								
Switches easily from one genre to another, accessing knowledge of the structure and nature of the text while beginning to read								
Understands and discusses how a text "works" in terms of the writer's organization								
Deals with controversial social and political issues, seeing multiple perspectives								
Uses reading to gain technical knowledge in a wide variety of areas								
Understands the symbolism in heroic quests; applies concepts encountered in fantasy to today's life								
Flexibly and automatically uses tools such as glossary, references index, credentials for authors, legends, charts, and diagrams								
Deals with and discusses in a mature way graphic details such as accounts of brutality, hardship, or violence								
Notices, understands, appreciates, and discusses literary devices								
Understands and appreciates complex language, archaic language, and cultural motifs								
Learns about epilogues, bibliographies, and forewords								
Builds information across the text, even when very unusual formats are used (for example, brief interviews with many characters)								
Fully understands the subtle differences between fiction and nonfiction								

READING LOG

Child's Name

Level A

Dogs										
Have You Seen My Duckling?										
I Am										
I Can See										
I Like										
Legs										
Lunch										
My Cats										
We Like Fruit										
What Do Insects Do?										

Level B

Hats Around the World										
How Many Fish?										
I Like Shapes										
In the Forest										
Lunch at the Zoo										
Making Mountains										
Monkeys										
My Cat Muffin										
Who Lives in a Tree?										
Who Lives in the Arctic?										

Level C

Bo and Peter										
Boots										
In the City										
Is It Time?										
Little Sister										
One for You and One for Me										
Raindrops										
Swing, Swing, Swing										
Weather										
What Has Stripes?										

Copyright © Scholastic Inc. All rights reserved.

READING LOG

Child's Name

Level D

The Ball Game										
Don't Be Late										
The Haircut										
Hide and Seek										
I Love Mud and Mud Loves Me										
I'm Hungry										
Making a Memory										
Not Enough Water										
What Is Big?										
Winter Is Here!										

Level E

Collections										
A Funny Man										
Is Tomorrow My Birthday?										
Just a Seed										
My Dad's Truck										
Paper Bag Trail										
Tortillas										
A Tree Can Be . . .										
Wake Me in Spring										
Which Hat Today?										

Level F

Beautiful Bugs										
Bread, Bread, Bread										
How Far Will I Fly?										
Itchy, Itchy Chicken Pox										
Messages										
Monkey See, Monkey Do										
Monster Math Picnic										
My Dog's the Best!										
Shoveling Snow										
"What Is That?" Said the Cat										

Copyright © Scholastic Inc. All rights reserved.

READING LOG

Child's Name

Level G

All About You										
Buzz Said the Bee										
City Sounds										
How Have I Grown?										
I Shop with My Daddy										
I'm a Caterpillar										
Monster Math School Time										
My Friends										
Say It, Sign It										
Who Stole the Cookies?										

Level H

A Clean House for Mole and Mouse										
The Dinosaur Who Lived in My Backyard										
George Shrinks										
I Was Walking Down the Road										
Mom's Secret										
More Spaghetti, I Say!										
Mr. McCready's Cleaning Day										
The New Baby Calf										
Robert and the Rocket										
Whose Mouse Are You?										

Level I

Amalia and the Grasshopper										
Apples and Pumpkins										
The Gingerbread Man										
Henny Penny										
The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear										
Look-Alike Animals										
My Father										
Noisy Nora										
This Is the Place for Me										
Too Many Puppies										

Copyright © Scholastic Inc. All rights reserved.

READING LOG

Level J

Child's Name										
Bear's Bargain										
Big Mama and Grandma Ghana										
City Mouse—Country Mouse										
Fox and His Friends										
Insects										
The Magic Fish										
Mouse Soup										
Mr. Putter and Tabby Walk the Dog										
Pack 109										
Stone Soup										

Level K

Bedtime for Frances										
The Blind Men and the Elephant										
The Bremen-Town Musicians										
Clifford the Big Red Dog										
Frog and Toad Are Friends										
Jamaica's Find										
Keep the Lights Burning, Abbie										
Little Polar Bear and the Brave Little Hare										
Martin and the Tooth Fairy										
Nathan & Nicholas Alexander										

Level L

Alexander and the Wind-Up Mouse										
Big Al										
Happy Birthday, Martin Luther King										
Harry and Willy and Carrothead										
How Much Is That Guinea Pig in the Window?										
Katy and the Big Snow										
The Littles										
The Puppy Who Wanted a Boy										
The Schoolyard Mystery										
Teach Us, Amelia Bedelia										

READING LOG

Level M

Student's Name										
Black Bear Cub										
A Book About Your Skeleton										
Boundless Grace										
Cam Jansen and the Mystery of the U.F.O.										
A Chair for My Mother										
Cloudy With a Chance of Meatballs										
Five True Dog Stories										
George Washington's Mother										
The Popcorn Book										
What Zookeepers Do										

Level N

Amber Brown Is Not a Crayon										
The Cat Who Wore a Pot on Her Head										
The Cat's Meow										
Dolphin's First Day										
Horrible Harry and the Ant Invasion										
Most Wonderful Doll in the World										
Mummies in the Morning: Magic Tree House #3										
Rumplestiltskin										
We'll Never Forget You, Roberto Clemente										
What Am I Made Of?										

Level O

Borreguita and the Coyote										
The Boxcar Children										
The Case of the Secret Message										
City Green										
Elaine and the Flying Frog										
The Hundred Dresses										
The Legend of the Bluebonnet										
Owl Moon										
The Spray-Paint Mystery										
The Story of Ruby Bridges										

READING LOG

Level P

	Student's Name									
Circle of Gold										
The Berenstain Bear Scouts: Ghost versus Ghost										
Five Brave Explorers										
Hurricanes!										
. . . If You Lived in Colonial Times										
It's Mine!										
Justin and the Best Biscuits in the World										
Llama Pajamas										
The Magic School Bus: Inside the Earth										
"Wanted Dead or Alive": The True Story of Harriet Tubman										

Level Q

Class Clown										
Day of the Blizzard										
Encyclopedia Brown Takes the Cake!										
The Hundred Penny Box										
I Have a Dream: The Story of Martin Luther King										
Nothing's Fair in Fifth Grade										
Sarah Morton's Day										
There's a Hamster in My Lunchbox										
True Stories About Abraham Lincoln										
The True Story of the 3 Little Pigs!										

Level R

The Adventures of Spider										
Gentle Annie										
The Great Kapok Tree										
Kid Power										
Martin Luther King Day										
The Adventures of the Bailey School Kids: Pirates Don't Wear Pink Sunglasses										
The Secret Soldier: The Story of Deborah Sampson										
Snow Treasure										
Teacher's Pet										
Weather Words and What They Mean										

READING LOG

Student's Name

Level S

Catwings										
. . . If You Grew Up With George Washington										
Lon Po Po: A Red-Riding Hood Story from China										
Misty of Chincoteague										
Phoebe the Spy										
A Picture Book of Harriet Tubman										
The Rough-Face Girl										
Samuel's Choice										
The Story of the White House										
Sweet Clara and the Freedom Quilt										

Level T

Animorphs: The Message										
Fur, Feathers, and Flippers										
Losing Joe's Place										
Mr. Popper's Penguins										
Mufaro's Beautiful Daughters										
Navajo Long Walk										
SOS Titanic										
Steal Away										
They Came from Center Field										
Zlata's Diary: A Child's Life in Sarajevo										

Level U

13 Ghosts: Strange but True Stories										
Alexander Graham Bell: An Inventive Life										
Bridge to Terabithia										
Ella Enchanted										
The Journal of Jedediah Barstow										
Number the Stars										
P.S. Longer Letter Later										
Remnants #1: The Mayflower Project										
Report to the Principal's Office										
The Wizard of Oz										

Copyright © Scholastic Inc. All rights reserved.

READING LOG

Level V

Student's Name										
Around the World in a Hundred Years										
The Golden Goblet										
John and Abigail Adams: An American Love Story										
The Life and Words of Martin Luther King Jr.										
Lincoln: A Photobiography										
A Long Way from Chicago										
The Thief Lord										
Walk Two Moons										
Watchers #6: Lab 6										
The Westing Game										

Level W

Confucius: The Golden Rule										
The Ear, the Eye, and the Arm										
Inventors From DaVinci to Biro										
The Journal of Patrick Seamus Flaherty										
Mark Twain										
Numbering All the Bones										
Pyramid										
Roll of Thunder, Hear My Cry										
Stormbreaker										
Survival in the Storm: The Dust Bowl Diary of Grace Edwards										

Level X

Artemis Fowl Book #2: The Arctic Incident										
Bone Dance										
Childtimes										
Cleopatra										
Cowboys of the Wild West										
Gulliver's Stories										
The Iceberg Hermit										
A Place to Hide										
Run Away Home										
Song Quest										

Copyright © Scholastic Inc. All rights reserved.

READING LOG

Level Y

	Student's Name									
. . . And Now Miguel										
Anthony Burns: The Defeat and Triumph of a Fugitive Slave										
The Best Poems Ever										
Bull Run										
The Call of the Wild										
Now Is Your Time!										
Philip Hall Likes Me. I Reckon Maybe.										
Sacajawea										
Samir and Yonatan										
Your Life in Poems										

Level Z

20,000 Leagues Under the Sea										
Anne Frank in the World										
The Circuit: Stories from the Life of a Migrant Child										
Dr. Jekyll and Mr. Hyde and Other Stories of the Supernatural										
Invincible Louisa										
Louis Armstrong										
Memories of Vietnam										
The Raven and Other Poems										
Red Scarf Girl										
Top Ten Shakespeare Stories										

Copyright © Scholastic Inc. All rights reserved.

EVALUATION RESPONSE FOR TEXT GRADIENT

adapted from *Guided Reading: Good First Teaching for All Children* (Fountas and Pinnell, 1996)

Directions: Since any gradient is always in the process of construction when it is used with varying groups of students, we expect our list to change every year. We encourage you to try the levels with your students and to provide feedback based on your own experiences. Please suggest changes to existing book levels and suggest new books for the list. Please provide the information requested.

Name: _____ **Grade Level You Teach:** _____

Telephone: _____ **Email Address:** _____

Address: _____

Book Evaluated

Book Title: _____ **Level:** _____

Author: _____ **Publisher:** _____

This book is

_____ A book that I have evaluated by using it with my class.

To what level should it be moved? _____

Why? _____

_____

_____ A book that I am recommending as a benchmark book.

How does it support readers at this level? _____

What challenge does it offer? _____

_____

_____ A new book that I am recommending to the collection.

To what level should it be placed? _____

Why? _____

_____

Copy and mail this form to:
Gay Su Pinnell
The Ohio State University
200 Ramseyer Hall
29 W. Woodruff Avenue
Columbus, OH 43210

ADDITIONAL LEVELED BOOKS AVAILABLE FROM SCHOLASTIC

Level A

Big and Little
Games
I Can, We Can
In the Woods
Kittens
Let's Go!
My Color
School
We Can!
What Bears Like

Level B

Baby Animals Learn
Carrots
Goldilocks
Hop In!
Kites
Two Can Do It
Water
We Are Painting
We Like to Play!
What Am I?

Level C

At Work
Bugs!
From Egg to Robin
How Many Can Play?
I Can Run
I See Fish
It's a Party
Joshua James Likes Trucks
Pancakes, Crackers, and Pizza
Rain

Level D

Footprints in the Snow
I Know Karate
Nests, Nests, Nests
One Happy Classroom
Paul the Pitcher
Rain! Rain!
Ten Cats Have Hats
Too Many Balloons
Where Do Birds Live?
Who Am I?

Level E

Animal Babies
A Box Can Be Many Things
A Buzz Is Part of a Bee
Clay Art
I Can See
Just Like Me
Look, I Can Read!
Polar Babies
Up, Up, and Away
The Voyage of Mae Jemison

Level F

Amy Loves the Snow
Cookie's Week
Firehouse Sal
Frog's Lunch
Harry's House
I Am Fire
Is This You?
Pizza Party
Shine, Sun!
Soccer Game

Level G

The Class Trip

Dinosaurs

The Great Race

Make It Move

Pele: The King of Soccer

Sam the Garbage Hound

Sometimes Things Change

Teddy Bear For Sale

Wait, Skates!

Why Can't I Fly?

Level H

Caps, Hats, Socks, and Mittens

Come! Sit! Speak!

Danny and the Dinosaur Go to Camp

It's Spring

A Kiss for Little Bear

My Pigs

Plane Rides

The Very Big Potato

What Will the Weather Be Like Today?

When I First Came to This Land

Level I

All Tutus Should Be Pink

The Camera

A Day with a Mail Carrier

A Day with Firefighters

The Elves and the Shoemaker

Goldilocks and the Three Bears

Messy Bessey's Family Reunion

Red-Eyed Tree Frog

The Sun's Family of Planets

We Just Moved

Level J

Bear Shadow

Henry and Mudge and the Long Weekend

How Kittens Grow

Jack Plays the Violin

Looking at Maps and Globes

Me on the Map

My Life

On the Lake

Poppleton Everyday

The Sword in the Stone

Level K

All About Things People Do

The Blue Mittens

Chickens Aren't the Only Ones

The Day Jimmy's Boa Ate the Wash

Ming Lo Moves the Mountain

Our Flag

Penguins

A Place for Grace

Shipwreck Saturday

What Magnets Can Do

Level L

Animal Tracks

Apatosaurus

The Big "M"

Cam Jansen and the Mystery of the Babe Ruth Baseball

The Mud Pony

Play Ball, Amelia Bedelia

Rain Forest

Solve It!

Spiders

This Is My House

Level M

At 1600 Pennsylvania Avenue

Boom!

Buddy: The First Seeing Eye Dog

California or Bust!

Firefighters

Gung Hay Fat Choy

Jungle Jack Hanna's Safari Adventure

The Littles Go Exploring

Nine True Dolphin Stories

Yellowstone National Park

Level N

Amber Brown Is Feeling Blue

Catwings Return

The Corn Husk Doll

A Dinosaur Named Sue

Do Tornadoes Really Twist?

Endangered Animals: A New True Book

The Garden on Green Street

How Is a Crayon Made?

Lily and Miss Liberty

Louis Braille: The Boy Who Invented Books for the Blind

Level O

The Animal Shelter Mystery (Boxcar Children)

Desert Life

The Donner Party

Flossie and the Fox

I Wonder Why Snakes Shed Their Skins

The Kids' Invention Book

Look What Came from Mexico

Miss Rumphius

A Picture Book of Sojourner Truth

Where There Was Smoke

Level P

26 Fairmont Avenue

The Drum Beats On

The Eagle Has Landed

Encyclopedia Brown Carries On

In the Rain Forest

The Magic School Bus Inside a Beehive

The Real McCoy

Shoebag

Weather

A Whale Is Not a Fish

Level Q

Adventures of the Shark Lady

American Tall Tales

Animals of Long Ago

Exploring the Titanic

Favorite Medieval Tales

Folktales from China

Help! I'm Trapped in the First Day of Summer Camp

If You Lived with the Cherokee

Mary on Horseback

Native American Art

Level R

And Then What Happened, Paul Revere?

Brian's Winter

Draw Me a Story

A Jar of Dreams

Journey to Ellis Island

The Last Princess

Lewis and Clark: In Their Own Words

Listening to Crickets

Pigs Might Fly

The Tortoise Shell and Other African Stories

Volcano: The Eruption and Healing of Mount St. Helens

Where Are the Wolves?

The True Confessions of Charlotte Doyle

Under Wraps

Level S

Ben and Me

Bessie Coleman

The Broccoli Tapes

The Chicago Fire

Earthquake! A Story of Old San Francisco

Eureka! It's Television!

In the Line of Fire: Eight Women War Spies

In the Year of the Boar and Jackie Robinson

Salsa Stories

The Star Fisher

Level T

The Big Lie: A True Story

The Girl Who Chased Sorrow

Bonanza Girl

Sleepers, Wake

Sounder

The Story of Levi's

The Tall Tale of John Henry

Under the Royal Palms

Level U

First Ladies: Women Who Called the White House Home

Geysers: When Earth Roars

Golden Games

Great Explorations

Hoang Anh

An Indian Winter

Midnight Magic

The Secret Garden

Sir Arthur

The Story of My Life

Level V

1000 Facts About Space

Alice in Wonderland

Eleanor Roosevelt

Get on Board

Harry Potter and the Chamber of Secrets

How I Came to Be a Writer

The Music of Dolphins

Old Yeller

Level W

Buried in Ice

Dive!

The First Woman Doctor

From Rags to Riches

The Moon Bridge

Our World of Mysteries

The Phantom Tollbooth

Sea Otter Rescues

Through My Eyes

You Want Women to Vote, Lizzie Stanton?

Level X

Anne Frank: Beyond the Diary

At Her Majesty's Request

Bully for You Teddy Roosevelt

Call It Courage

Children of the Wild West

M.C. Higgins the Great

One More River to Cross

Out of the Dust

Sarah Bishop

Summer of Fire

Level Y

Blizzard!

Castle

The Colorado River

The Day Martin Luther King, Jr. Was Shot

I Am an American

My Brother Sam Is Dead

Restless Spirit

Seeing Earth from Space

Tales Mummies Tell

Tales of Real Escape

Level Z

Black Beauty

City: A Story of Roman Planning and Construction

The Day Women Got the Vote

Great Escapes of WII

The History of Emigration from China and Southeast Asia

Tom Sawyer

Treasure Island

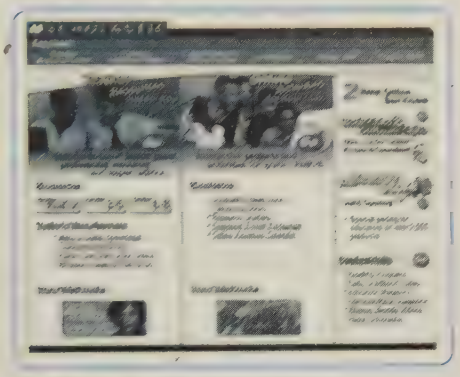
Triumph on Everest

We Shall Not Be Moved

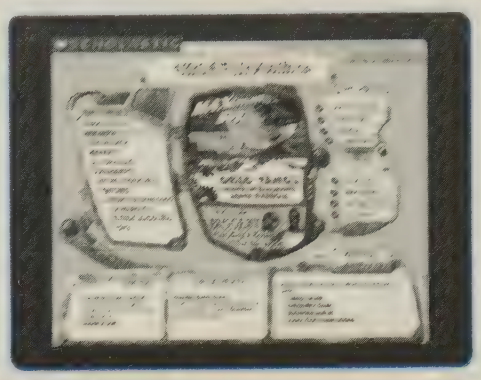
Where the River Runs

TECHNOLOGY

Information on Guided Reading and how to implement it in your classroom is provided at **www.scholastic.com**. In addition, the site contains numerous teacher, student, and parent resources related to books in the Guided Reading program. Use these resources for independent and group extension activities.

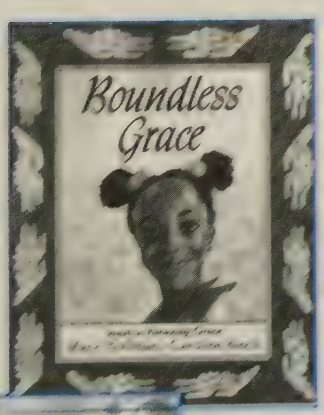


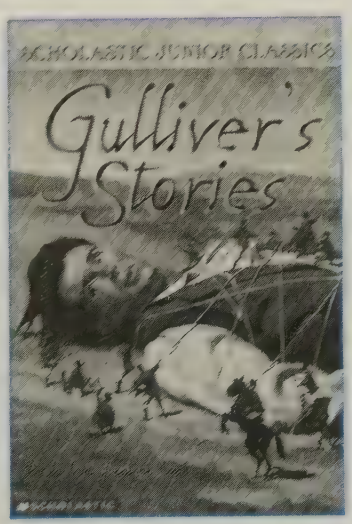
teacher resources

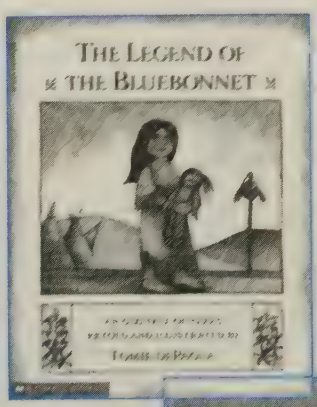


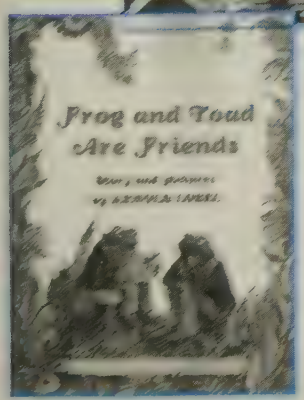
student activities

Reading Counts! quizzes are available for all the titles in the Guided Reading Program. These quizzes can be used to monitor student comprehension and make decisions about each student's instructional needs.









Dear Family Member:

Your child is becoming a skilled independent reader! And the guided reading books that your reader will bring home are designed to help in this process.

As part of *The Scholastic Guided Reading Program*, your child will participate in small groups and will receive individualized instruction to develop fluency, oral language, vocabulary, phonics, comprehension, and writing skills. In addition, your child will bring home enjoyable, level-appropriate stories and selections that will help him or her ensure success as an independent reader.

Here are some suggestions for helping your child before, during, and after reading:

Before

- **Look at the book cover with your child. Together, review the illustrations or photographs in the book. Ask your child to predict what the story or selection will be about.**
- **Discuss what you and your child might already know about the topic of the book you are about to read.**
- **If your child is a beginning reader, echo-read the story or selection with your child by reading a line first and having your child read it after you. If your child is a more skilled reader, periodically stop and ask questions.**

During

- **If your child does not recognize a word right away, help him or her to focus on the familiar letters and spelling patterns in the word. Guide your child to think about other words that look like the unfamiliar word.**
- **Encourage your child to use phonics and decoding skills to sound out any new, unfamiliar words. If necessary, provide the word if your child struggles.**
- **Encourage your child to read with expression and to enjoy reading!**

After

- **Encourage your child to reread the story or selection to develop confidence. If the book is long, reread a few favorite sections or chapters. Perhaps your child could read the story or selection to other family members or friends.**
- **Discuss the story or selection with your child. Ask questions such as: What were your favorite parts? Who were your favorite characters? Why? What interesting fact did you learn?**
- **Have your child keep a journal of favorite stories and selections and interesting words in those books. Your child might also like to write about the book in this journal.**

Have fun with this reading experience and your child will be sure to have fun, too!

Sincerely,

Copyright © Scholastic Inc. All rights reserved.

Estimado padre o tutor:

Su niño o niña se está convirtiendo en un lector hábil e independiente. Los libros de lectura guiada que su niño o niña traerá a casa han sido concebidos para ayudarlo(a) a seguir desarrollando sus destrezas de lectura.

Como parte *del Programa de Lectura Guiada de Scholastic*, su niño o niña recibirá instrucción en grupos pequeños e individualizada con el objetivo de desarrollar la fluidez, el lenguaje oral, el vocabulario, la fonética, la comprensión y las destrezas de escritura. Además, su niño o niña traerá a casa cuentos y lecturas amenos y apropiados a su nivel, los cuales le servirán para garantizar su éxito como lector independiente.

Éstas son algunas sugerencias para ayudar a su niño o niña antes, durante y después de la lectura:

Antes

- **Observe con su niño o niña la cubierta del libro. Repasen juntos las ilustraciones o fotografías del libro. Pídale a su niño o niña que prediga de qué tratará el cuento o la selección que van a leer.**
- **Comenten lo que usted y su niño o niña ya sepan sobre el tema del libro que van a leer.**
- **Si su niño o niña es un lector principiante, lea usted primero una línea y pídale a su niño o niña que lea esa misma línea después. Si su niño o niña es un lector más avanzado, haga una pausa de vez en cuando para hacerle preguntas.**

Durante

- **Si a su niño o niña le resulta difícil reconocer alguna palabra, ayúdelo(a) a fijarse en las letras y patrones ortográficos de la palabra con los que esté familiarizado. Guíe a su niño o niña en la búsqueda de otras palabras que se parezcan a la palabra desconocida.**
- **Anime a su niño o niña a usar la fonética y las destrezas de decodificación para leer en voz alta cualquier palabra nueva o desconocida. Si su niño o niña tiene dificultades para hacerlo de manera independiente, dígale la palabra.**
- **Anime a su niño a leer de manera expresiva y a disfrutar la lectura.**

Después

- **Anime a su niño o niña a volver a leer el cuento o la selección para que gane en confianza como lector. Si el libro es demasiado largo, vuelva a leer algunas de las secciones o pasajes favoritos de su niño o niña. Otra posibilidad es que su niño o niña les lea el cuento a otros familiares o amigos.**
- **Comente con su niño o niña el cuento o la selección. Hágale preguntas como las siguientes: ¿Qué partes te gustaron más? ¿Qué personajes son tus favoritos? ¿Por qué? ¿Qué hecho o dato importante aprendiste leyendo este libro?**
- **Pídale a su niño o niña que lleve un diario de sus cuentos y selecciones favoritos, así como de las palabras interesantes que encuentre en los mismos. También, puede agregar al diario comentarios sobre el libro.**

Pase un buen rato leyendo. ¡Su niño o niña, de seguro, también lo disfrutará!

Atentamente,

Guided Reading Skills & Strategies Chart

Level	Title	Genre	Comprehension Strategies	Phonics and Word-Solving Strategies
A	Dogs	Concept Book	Recognizing Patterned Text Developing Print Awareness	Recognizing High-Frequency Words Using Picture Clues and Beginning Sounds
	Have You Seen My Duckling?	Concept Book	Making Predictions Exploring Picture Details	Matching Same Words Using Beginning Sounds
	I Am	Fiction	Exploring Concepts of Print Relating to Personal Experiences	Blending Simple Words Reading *-ing* Words
	I Can See	Nonfiction Concept Book	Recognizing Words and Sentences Reading for Information	Using Print Clues Recognizing High-Frequency Words
	I Like	Pattern Book	Developing Print Awareness Recognizing Story Sequence	Reading Action Words
	Legs	Concept Book	Understanding Concepts Getting Information from Pictures	Reading a Question Word Reading Number Words
	Lunch	Pattern Book	Developing Print Awareness Recognizing Story Pattern	Matching High-Frequency Words Reading Food Words
	My Cats	Pattern Book	Recognizing Story Pattern Exploring Picture Details	Blending Simple Words Reading High-Frequency Words
	We Like Fruit	Realistic Fiction	Recognizing Story Pattern Reading Longer Sentences	Using Picture Clues and Beginning Sounds Matching Words
	What Do Insects Do?	Nonfiction	Recognizing Punctuation Reading for Information	Using Context Using Beginning Sounds
B	Hats Around the World	Nonfiction	Recognizing Text Pattern Comparing and Contrasting	Reading Words With Consonant Blends Reading Unfamiliar Words
	How Many Fish?	Counting Book	Recognizing Text Pattern Using Illustrations	Reading Number Words Reading Naming Words
	I Like Shapes	Nonfiction Concept Book	Recognizing Repeating Story Pattern Finding Story Information in Illustrations	Reading Words With Consonant Blends Reading Unfamiliar Words
	In the Forest	Pattern Book	Recognizing Text Pattern Making Predictions	Reading Words With Consonant Blends Reading Words With *-ing* Endings
	Lunch at the Zoo	Fiction	Recognizing Repeating Story Pattern Making Predictions	Reading Naming Words for Animals
	Making Mountains	Fiction	Understanding Characters' Feelings Finding Story Information in Illustrations	Reading Unfamiliar Words
	Monkeys	Nonfiction	Making Predictions Developing Concepts	Reading Action Words Reading Words With Consonant Blends
	My Cat Muffin	Fiction	Recognizing Repeating Story Pattern Using Illustrations	Reading Unfamiliar Words Reading Words With Consonant Blends
	Who Lives in a Tree?	Nonfiction	Developing Concepts Using Picture Clues	Reading Plural Nouns Reading Unfamiliar Words
	Who Lives in the Arctic?	Nonfiction	Developing Concepts Making Inferences	Reading Compound Words Reading Plural Nouns
C	Bo and Peter	Realistic Fiction	Understanding Story Pattern Understanding Concepts	Reading Words With Consonant Blends Reading Words With Consonant Digraphs
	Boots	Fiction	Understanding Story Development Recognizing Repeating Text Pattern	Reading Unfamiliar Words
	In the City	Concept Book	Recognizing Text Pattern Developing Concepts	Using Initial Consonants Reading Compound Words
	Is It Time?	Realistic Fiction	Understanding Characters' Feelings Recognizing Surprise Endings	Reading Rhyming Words Reading Unfamiliar Words
	Little Sister	Realistic Fiction	Recognizing Repeating Story Pattern Making Inferences	Reading Unfamiliar Words Using Rhyming Words
	One for You and One for Me†	Realistic Fiction	Understanding Characters' Feelings Finding Story Information in Illustrations	Reading Unfamiliar Words Reading Similar Words
	Raindrops	Concept Book	Recognizing Repeating Story Pattern Finding Story Information in Illustrations; Making Inferences	Reading Similar Words Using Initial Consonants
	Swing, Swing, Swing	Patterned Text	Recognizing Repeating Story Pattern Understanding Story Development	Reading Rhyming Words Reading Contractions; Reading Unfamiliar Words
	Weather	Nonfiction	Making Predictions Understanding Concepts, Reading Long Sentences	Reading Words With Endings Reading Compound Words
	What Has Stripes?	Patterned Text	Recognizing Repeating Story Pattern Using Illustrations	Reading Words With Consonant Blends Reading Unfamiliar Words

Level	Title	Genre	Comprehension Strategies	Phonics and Word-Solving Strategies
D	The Ball Game	Realistic Fiction	Recognizing Characters' Feelings Following Story Sequence	Using Known Words Reading Words With the Same Vowel Sound
	Don't Be Late	Circular Tale	Recognizing Story Pattern Exploring Picture Details	Using a Rhyming Pattern Reading Animal Names
	The Haircut	Realistic Fiction	Recognizing Different Points of View Reading Sentences With Ellipses	Blending Sounds Reading Compound Words
	Hide and Seek	Realistic Fiction	Making Predictions Relating Reading to Personal Experiences	Using Known Word Parts Using Picture Clues
	I Love Mud and Mud Loves Me	Fiction With Speech Bubbles	Recalling Story Details Reading Conversation	Using Picture Clues Using Known Word Parts
	I'm Hungry	Fantasy	Understanding Quotation Marks Exploring Characters	Reading Food Words Using Word Parts
	Making a Memory	Realistic Fiction	Using Picture Clues Understanding Concepts	Reading Number Words Reading *-ing* Words
	Not Enough Water	Realistic Fiction	Making Predictions Recognizing Story Pattern	Reading Children's Names Using Context Clues
	What Is Big?	Concept Book	Making Predictions Developing Concepts	Working With Words That Sound Alike Using Beginning Sounds
	Winter Is Here!	Concept Book	Understanding Concepts Discussing Setting	Reading Unfamiliar Words Listening for Vowel Sounds
E	Collections	Realistic Fiction	Understanding Theme Understanding Character	Reading Compound Words Using Picture Clues
	A Funny Man	Fantasy	Understanding Theme Using Picture Clues	Reading Compound Words Reading Unfamiliar Words
	Is Tomorrow My Birthday?	Concept Book	Using Illustrations Understanding Theme	Reading Days of the Week Reading Abbreviations
	Just a Seed	Nonfiction Concept Book	Understanding Sequence of Events Using Picture Clues	Reading Words With a Suffix
	My Dad's Truck	Concept Book	Understanding Theme Using Picture Clues	Reading Unfamiliar Words Reading Possessive Words
	Paper Bag Trail	Concept Book	Understanding Theme Using Picture Clues	Reading Words That End in *-ed* Reading Unfamiliar Words
	Tortillas	Realistic Fiction	Understanding Theme Understanding Setting	Reading Unfamiliar Words Reading Words With *-ed*
	A Tree Can Be . . .	Nonfiction Concept Book	Understanding Setting Making Predictions	Reading Words That Rhyme Reading Unfamiliar Words
	Wake Me in Spring	Fantasy/Concept Book	Understanding Characters and Plot	Reading Words With *-ed* Reading Words With *-ing*
	Which Hat Today?	Concept Book	Understanding Theme Using Picture Clues	Reading Contractions Reading Weather Words
F	Beautiful Bugs	Nonfiction	Understanding Format Developing Concepts	Reading Compound Words Reading Rhyming Words
	Bread, Bread, Bread	Nonfiction	Understanding Format Reading Long Sentences	Reading Describing Words Reading Words With a Suffix
	How Far Will I Fly?	Realistic Fiction	Recognizing Text Pattern Understanding Literary Language	Reading Unfamiliar Words
	Itchy, Itchy Chicken Pox	Realistic Fiction	Developing Concepts Reading Informal Language; Making Inferences	Reading Unfamiliar Words Reading Rhyming Words
	Messages	Nonfiction Concept Book	Recognizing Text Pattern Developing Concepts	Blending Words Reading Unfamiliar Words
	Monkey See, Monkey Do	Fantasy	Understanding Story Concepts Recognizing Characters' Feelings	Reading Words With a Suffix Reading Rhyming Words
	Monster Math Picnic	Counting Book	Recognizing Text Pattern Developing Concepts; Finding Information in Illustrations	Reading Words With Consonant Blends Reading Rhyming Words
	My Dog's the Best!	Realistic Fiction	Recognizing Repeating Story Pattern Understanding Story Theme	Reading Descriptive Words Reading Contractions
	Shoveling Snow	Realistic Fiction	Developing Concepts Recognizing Story Sequence; Reading Dialogue	Reading Words With Suffixes Reading Compound Words
	"What Is That?" Said the Cat	Fantasy	Understanding Plot Recognizing Punctuation	Using Rhyming Words Reading Words With Consonant Blends

Level	Title	Genre	Comprehension Strategies	Phonics and Word-Solving Strategies
G	**All About You**	Nonfiction	Making Categories Relating to Personal Experiences	Reading Compound Words Using Beginning Sounds
	Buzz Said the Bee	Fantasy	Recognizing Repeating Story Pattern Using Illustrations	Reading Rhyming Words Reading Words With Animal Sounds
	City Sounds	Concept Book	Reading Long Sentences Recognizing Setting	Reading Sound Words Reading Words That End in *-ing*
	How Have I Grown?	Concept Book	Comparing and Contrasting Relating to Personal Experiences	Working With Word Parts Recognizing the *-ed* Ending
	I Shop with My Daddy	Realistic Fiction	Understanding Concepts Using Illustrations	Reading Food Words Reading Rhyming Words
	I'm a Caterpillar	Nonfiction	Making Predictions Reading for Information	Reading Consonant Blends Using Common Spelling Patterns
	Monster Math School Time	Math Concept Book	Using Environmental Print Exploring Setting	Using Picture Clues Using Rhyme
	My Friends	Pattern Book	Understanding Concepts Exploring Picture Details	Reading Names of Animals Working With Final /ch/
	Say It, Sign It	Concept Book	Developing Concepts Exploring Setting	Distinguishing Words That Look Similar Focusing on Words With *-or* and *-er*
	Who Stole the Cookies?	Chant	Reading Everyday Speech Understanding Characters	Reading Words With Digraphs Reading Words That Rhyme
H	**A Clean House for Mole and Mouse**	Fantasy	Recognizing Setting Understanding Story Ending	Recognizing Compound Words Reading Words With /ou/
	The Dinosaur Who Lived in My Backyard	Fantasy/Concept Book	Understanding Concepts Understanding Time and Place Settings	Reading Compound Words Reading Unfamiliar Words
	George Shrinks	Fantasy	Distinguishing Between Fantasy and Reality Recognizing Humor	Reading Action Words Working With Consonant Blends
	I Was Walking Down the Road	Repetitive Text	Reading Unusual Formats; Understanding a Character's Motivation; Recognizing Humor in Illustrations	Reading Animal Names Using Consonant Substitution
	Mom's Secret	Realistic Fiction	Using Illustrations Recognizing Text Patterns	Reading New Words Reading Contractions
	More Spaghetti, I Say!	Fantasy	Understanding Story Development Using Illustrations	Reading Words That Rhyme Reading Unfamiliar Words
	Mr. McCready's Cleaning Day	Humorous Fiction	Using Illustrations Recognizing Repetitive Story Pattern	Reading Sound Words Reading Unfamiliar Words
	The New Baby Calf	Poem	Recognizing Story Sequence Reading Long Sentences	Using Base Words Using Rhyme Patterns
	Robert and the Rocket	Fantasy	Understanding Characters Exploring Picture Details	Reading Words With Endings Working With Onsets and Rimes
	Whose Mouse Are You?	Fantasy	Recognizing Text Pattern; Recognizing Words That Signal a Question; Understanding Story Development	Using Consonant Substitution Reading Possessive Words With *'s*
I	**Amalia and the Grasshopper**	Realistic Fiction	Recognizing Sequence of Events Reading Long Sentences	Reading Words With *oo* Reading Words With a Suffix
	Apples and Pumpkins	Concept Book	Finding Story Information in Illustrations Reading Long Sentences	Reading Compound Words Reading Words With a Suffix
	The Gingerbread Man	Folk Tale	Understanding Plot Using Illustrations	Reading Unfamiliar Words Reading Words With a Suffix
	Henny Penny	Folk Tale	Recognizing Repeating Story Pattern Using Illustrations	Reading Animal Names Reading Compound Words
	The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear	Fantasy	Understanding Concepts Reading Long Sentences	Reading Words With *r*-Controlled Vowels Reading Unfamiliar Words
	Look-Alike Animals	Nonfiction	Comparing and Contrasting Using Illustrations	Reading Words With Suffixes Using Known Words
	My Father	Concept Book	Understanding Concepts Understanding Steps in a Process	Reading Unfamiliar Words Reading Words With *ou* and *ow*
	Noisy Nora	Fantasy	Making Predictions Understanding Theme	Reading Unfamiliar Words Reading Rhyming Words
	This Is the Place for Me	Fantasy	Using Illustrations Understanding Plot	Reading Words With Long *o* Reading Unfamiliar Words
	Too Many Puppies	Realistic Fiction	Making Predictions Understanding the Main Character	Reading Contractions Reading Words With Endings

Level	Title	Genre	Comprehension Strategies	Phonics and Word-Solving Strategies
J	**Bear's Bargain**	Fantasy	Understanding Problems and Solutions Exploring Character Traits	Reading Unfamiliar Words Reading Words With a Suffix
	Big Mama and Grandma Ghana	Realistic Fiction	Understanding Characters' Feelings Comparing and Contrasting	Reading Contractions Reading Unfamiliar Words
	City Mouse—Country Mouse	Folk Tale	Understanding Plot and Setting Using Illustrations	Using Known Words Reading Words With a Suffix
	Fox and His Friends	Fantasy	Understanding Sequence of Events Making Inferences	Reading Unfamiliar Words Reading Contractions
	Insects	Nonfiction	Understanding Theme Using Illustrations	Reading Unfamiliar Words Reading Word Parts
	The Magic Fish	Folk Tale	Making Predictions Making Inferences	Using Known Words Finding Common Elements in Words
	Mouse Soup	Fantasy	Understanding Plot Comparing and Contrasting	Working With Diphthongs Reading Unfamiliar Words
	Mr. Putter and Tabby Walk the Dog	Realistic Fiction	Making Predictions Reading Long Sentences	Reading Compound Words Reading Unfamiliar Words
	Pack 109	Fantasy	Recognizing Problems and Solutions Understanding Wordplay	Reading Unfamiliar Words Recognizing Silent Letters
	Stone Soup	Folk Tale	Understanding a Character's Feelings Interpreting Character Traits	Reading Unfamiliar Words Reading Words With Suffixes
K	**Bedtime for Frances**	Fantasy	Reading Dialogue; Identifying Story Patterns Understanding Compound Sentences	Recognizing Base Words
	The Blind Men and the Elephant	Fable	Making Inferences Understanding the Moral; Using Similes	Using Context Clues Reading Cardinal Adjectives
	The Bremen-Town Musicians	Folk Tale	Making Predictions Understanding Genre: Folk Tales	Reading Words With *ou* and *ow* Understanding the Suffix *-ian*
	Clifford the Big Red Dog	Fantasy	Understanding Exaggerations Identifying Character Traits; Thinking About the Theme	Reading Words That End in *-est* Reading Contractions
	Frog and Toad Are Friends	Fantasy	Identifying Problems and Solutions Understanding Concepts; Comparing and Contrasting	Reviewing Final *e* Using Picture Clues to Explain Unfamiliar Words
	Jamaica's Find	Realistic Fiction	Understanding a Character's Feelings Making Inferences; Reading Long Sentences	Reading Two-Syllable Words Reading Contractions
	Keep the Lights Burning, Abbie	Historical Fiction	Understanding Characters' Motivation Understanding Sequence of Events	Reading Words With *-ing* Endings Reading Words With *-ed* Suffixes
	Little Polar Bear and the Brave Little Hare	Fantasy	Making Inferences Using Picture Clues	Reading Unusual Phrases Reading Words With *l*-Blends
	Martin and the Tooth Fairy	Realistic Fiction	Making Inferences Reading Dialogue	Reading Words With *ea* and *ee* Reading Contractions
	Nathan & Nicholas Alexander	Fantasy	Understanding a Character's Feelings; Reading Unusual Formats; Comparing and Contrasting Characters	Reading Unfamiliar Words Reading Words With *-ed* Suffixes
L	**Alexander and the Wind-Up Mouse**	Fantasy	Comparing and Contrasting Making Predictions; Recognizing Cause/Effect	Using Structural Analysis to Read Compound Words Using Context Clues
	Big Al	Fantasy	Making Inferences Understanding Characters' Feelings; Understanding Theme	Reading Unfamiliar Words Reading Words With *-ed*
	Happy Birthday, Martin Luther King	Nonfiction	Summarizing Making Inferences	Reading Words With *-ed* Reading Unfamiliar Words
	Harry and Willy and Carrothead	Realistic Fiction	Making Inferences Summarizing; Reading Compound Sentences	Reading Difficult Words Reading Compound Words
	How Much Is That Guinea Pig in the Window?	Realistic Fiction	Identifying Problem/Solution Using Picture Clues; Making Inferences	Using Syllabication Reading Words With *ea*
	Katy and the Big Snow	Concept Book	Categorizing Information Summarizing Plot; Reading Maps	Using Context Clues
	The Littles	Fantasy	Understanding Plot Identifying Problems/Solutions; Understanding Character	Reading Character Names Using Context Clues
	The Puppy Who Wanted a Boy	Fantasy	Recognizing Characters' Feelings Using Details in Illustrations	Reading Two-Syllable Words
	The Schoolyard Mystery	Mystery	Understanding Characters' Feelings; Comparing and Contrasting Characters; Understanding How Chapters Work	Reading Unfamiliar Words Reading Informal Speech
	Teach Us, Amelia Bedelia	Humorous Fiction	Using Picture Clues Understanding Characters	Recognizing and Understanding Synonyms Recognizing Colloquialisms

Level	Title	Genre	Comprehension Strategies	Phonics and Word-Solving Strategies
M	Black Bear Cub	Nonfiction	Making Inferences Gathering Information	Reading Words With Digraphs Understanding Difficult Words
	A Book About Your Skeleton	Nonfiction	Recognizing Important Ideas Thinking About Cause and Effect; Using Picture Clues	Understanding Word Meanings Using Comparisons
	Boundless Grace	Realistic Fiction	Understanding Characters' Feelings Understanding Theme	Understanding Difficult Words Reading Words With the Suffix *-less*
	Cam Jansen and the Mystery of the U.F.O.	Mystery	Understanding How Chapters Work Making Inferences	Reading Science Words Understanding Difficult Words
	A Chair for My Mother	Realistic Fiction	Summarizing the Story Making Inferences	Understanding Difficult Words Reading Difficult Words
	Cloudy With a Chance of Meatballs	Tall Tale	Learning About Genre Thinking About Cause and Effect	Analyzing Compound Words
	Five True Dog Stories	Nonfiction	Recognizing Sequence Identifying Character Traits	Using Clues to Determine Word Meanings
	George Washington's Mother	Biography	Recognizing the Characteristics of a Biography Exploring Character; Appreciating Humor	Using Known Word Parts Reading Words in Italics
	The Popcorn Book	Concept Book	Understanding Sequence Distinguishing Fact from Fiction	Using Picture and Context Clues Reading Proper Nouns
	What Zookeepers Do	Nonfiction	Finding Main Ideas and Details Categorizing Information; Making Inferences	Looking for Direct Definitions
N	Amber Brown Is Not a Crayon	Realistic Fiction	Evaluating Situations Understanding Character; Identifying Problem/Solution	Using Context Clues Reading Words With Multiple Meanings
	The Cat Who Wore a Pot on Her Head	Fantasy	Identifying Problem/Solution Evaluating Situations; Understanding Characters	Working With Rhyming Words Using Syllables
	The Cat's Meow	Fantasy	Making Inferences Understanding How Chapters Work	Reading Words With *-ing* Endings Reading Difficult Words
	Dolphin's First Day	Nonfiction	Reading Long Sentences; Understanding Problem and Solution; Understanding Sequence of Events	Reading *r*-Blends Reading Difficult Words
	Horrible Harry and the Ant Invasion	Realistic Fiction	Making Inferences Identifying Problem/Solution	Working With Word Parts
	Most Wonderful Doll in the World	Fantasy	Making/Revising Predictions Making Judgments; Understanding Characters	Using Syllabication Recognizing Word Parts
	Mummies in the Morning: Magic Tree House #3	Fantasy	Talking About Suspense Using Imagination; Understanding Sequence	Using *y* as a Vowel
	Rumplestiltskin	Fairy Tale	Exploring Illustrations Considering Character Traits; Thinking About Theme	Understanding Word Meaning Using Syllabication
	We'll Never Forget You, Roberto Clemente	Biography	Understanding Sequence Considering Character; Examining Setting	Using a Glossary Noticing Vivid Verbs
	What Am I Made Of?	Nonfiction	Making Inferences Using Illustrations	Reading Digraph *sh* Reading Difficult Words
O	Borreguita and the Coyote	Fairy Tale	Understanding the Main Idea Drawing Conclusions	Reading Unfamiliar Words
	The Boxcar Children	Mystery	Solving Problems Making Inferences	Using Context Clues
	The Case of the Secret Message	Mystery	Recognizing Genre: Mystery Understanding Problem/Solution	Recognizing Homonyms
	City Green	Realistic Fiction	Understanding Character Making Inferences	Understanding Similes
	Elaine and the Flying Frog	Realistic Fiction	Exploring Character Making Judgments	Pronouncing Foreign Words and Names
	The Hundred Dresses	Realistic Fiction	Understanding Character Understanding Story Development	Recognizing Compound Adjectives
	The Legend of the Bluebonnet	Legend	Solving Problems Understanding Characters	Reading Unfamiliar Words
	Owl Moon	Realistic Fiction	Using Picture Clues Understanding Setting	Reading Verbs in Unfamiliar Contexts
	The Spray-Paint Mystery	Mystery	Making Inferences Understanding Sequence of Events	Using Base Words
	The Story of Ruby Bridges	Nonfiction	Understanding Characters Making Inferences	Reading Unfamiliar Words Reading Three-Syllable Words

Level	Title	Genre	Comprehension Strategies	Phonics and Word-Solving Strategies
P	Circle of Gold	Realistic Fiction	Making Inferences Making Judgments; Making Predictions	Browsing for Unfamiliar Words
	The Berenstain Bear Scouts: Ghost versus Ghost	Cartoon	Recognizing Problem Solving Examining Illustrations	Reading Informal Language
	Five Brave Explorers	Nonfiction	Understanding Historical Context Understanding Sequence	Reading Unfamiliar Names
	Hurricanes!	Nonfiction	Remembering Facts and Details Interpreting Maps and Diagrams	Looking for Direct Definitions
	. . . If You Lived in Colonial Times	Nonfiction	Comparing and Contrasting; Using Graphic Aids and Illustrations; Using a Table of Contents	Reading Period Speech
	It's Mine!	Fable	Understanding Genre: Fable Making Inferences	Using Picture and Context Clues
	Justin and the Best Biscuits in the World	Realistic Fiction	Recognizing Transitions in Text Understanding Character Development	Reading Special Jargon
	Llama Pajamas	Realistic Fiction	Recognizing Author's Tone Identifying Cause and Effect	Reading Rhyming Words
	The Magic School Bus: Inside the Earth	Informational Fiction	Recognizing Main Ideas and Details Interpreting Diagrams; Distinguishing Fact From Fiction	Using the Appendix
	"Wanted Dead or Alive": The True Story of Harriet Tubman	Biography	Making Inferences Recognizing Author's Purpose	Reading Unfamiliar Words
Q	Class Clown	Realistic Fiction	Analyzing Characters Making Inferences	Using Context Clues
	Day of the Blizzard	Realistic Fiction	Understanding Characters' Feelings	Reading Difficult Words
	Encyclopedia Brown Takes the Cake!	Mystery	Understanding Idiomatic Expressions Recognizing Genre: Mystery	Using Structural Analysis
	The Hundred Penny Box	Realistic Fiction	Understanding Characters Making Inferences	Using Familiar Words to Understand Idioms
	I Have a Dream: The Story of Martin Luther King	Nonfiction	Understanding Significance of Events Making Inferences	Reading Difficult Words
	Nothing's Fair in Fifth Grade	Realistic Fiction	Summarizing Thinking About Cause and Effect	Using Context to Understand Slang
	Sarah Morton's Day	Nonfiction	Understanding Genre: Nonfiction Understanding Story Setting	Understanding Meaning of Special Vocabulary Finding Known Word Parts
	There's a Hamster in My Lunchbox	Realistic Fiction	Understanding Characters' Feelings Making Inferences	Reading Difficult Words
	True Stories About Abraham Lincoln	Nonfiction	Understanding Story Settings Making Inferences	Reading Compound Words Reading Words With *ir* and *ur*
	The True Story of the 3 Little Pigs!	Fairy Tale	Understanding Point of View Understanding Story Ideas	Using Context Clues
R	The Adventures of Spider	Trickster Tales	Making Inferences Understanding Theme	Reading Difficult Words
	Gentle Annie	Historical Fiction	Making Inferences Understanding Characters' Feelings	Reading Difficult Words
	The Great Kapok Tree	Informational Fiction	Exploring Theme Reading for Information	Using Structural Analysis
	Kid Power	Realistic Fiction	Appreciating Humor Making Inferences	Reading Unfamiliar Words
	Martin Luther King Day	Nonfiction	Recognizing Influences on Character Understanding Time Setting	Recognizing Variations of Words Understanding Word Meanings
	The Adventures of the Bailey School Kids: Pirates Don't Wear Pink Sunglasses	Mystery	Understanding Characters Making Inferences	Reading Unusual Language
	The Secret Soldier: The Story of Deborah Sampson	Biography	Following the Sequence of Events Considering Cause and Effect	Using Suffixes
	Snow Treasure	Historical Fiction	Understanding Historical Context Evaluating Problems and Solutions	Understanding Unfamiliar Words
	Teacher's Pet	Realistic Fiction	Understanding Character Recognizing Cause and Effect	Recognizing Wordplay
	Weather Words and What They Mean	Nonfiction	Making Inferences Understanding Weather Facts	Reading Difficult Words

Level	Title	Genre	Comprehension Strategies	Phonics and Word-Solving Strategies
S	Catwings	Fantasy	Understanding Characters Making Inferences	Understanding Word Definitions
	. . . If You Grew Up With George Washington	Nonfiction	Comparing and Contrasting Making Inferences	Understanding New Words
	Lon Po Po: A Red-Riding Hood Story from China	Fairy Tale	Making Predictions Comparing and Contrasting	Using Context Clues
	Misty of Chincoteague	Realistic Fiction	Summarizing Understanding Characters	Looking for Familiar Word Parts
	Phoebe the Spy	Historical Fiction	Understanding Characters Using Picture Clues	Understanding Metaphor
	A Picture Book of Harriet Tubman	Nonfiction	Understanding Characters' Feelings Making Inferences	Using Definitions
	The Rough-Face Girl	Fairy Tale	Recognizing Genre: Fairy Tale Examining Characters	Understanding Connotations
	Samuel's Choice	Historical Fiction	Understanding Characters' Feelings Making Inferences	Reading Figurative Language
	The Story of the White House	Nonfiction	Categorizing Information Drawing Conclusions	Using Picture Clues
	Sweet Clara and the Freedom Quilt	Historical Fiction	Understanding Characters' Feelings Making Inferences	Understanding Word Definitions
T	Animorphs: The Message	Fantasy	Understanding Characters Considering Cause and Effect	Using Context Clues
	Fur, Feathers, and Flippers	Nonfiction	Classifying Information Comparing and Contrasting	Using Captions and Picture Clues
	Losing Joe's Place	Realistic Fiction	Understanding Characters Identifying Problems/Solutions	Understanding Figurative Language
	Mr. Popper's Penguins	Humorous Fiction	Identifying Character Traits Recognizing Problems and Solutions; Appreciating Humor	Using Picture Clues
	Mufaro's Beautiful Daughters	Fairy Tale	Making Inferences Understanding Theme	Understanding Difficult Words
	Navajo Long Walk	Historical Fiction	Exploring Character Understanding Theme	Using Context Clues
	SOS Titanic	Historical Fiction	Examining Character Understanding Cause and Effect	Using Context to Approximate Meaning
	Steal Away	Historical Fiction	Understanding Characters Drawing Conclusions	Using Context Clues
	They Came from Center Field	Science Fiction	Understanding Points of View Making Inferences	Using Context Clues
	Zlata's Diary: A Child's Life in Sarajevo	Diary	Understanding Theme Exploring Character	Using Context
U	13 Ghosts: Strange but True Stories	Nonfiction	Categorizing Information Distinguishing Fact and Opinion	Using Closed Syllables Reading Words With Prefixes
	Alexander Graham Bell: An Inventive Life	Biography	Reading for Information Reading Captions and Call-outs	Using Vowel Digraph Syllables Reading Words With Greek Roots
	Bridge to Terabithia	Realistic Fiction	Identifying Problem/Solution Drawing Conclusions	Using Open Syllables Understanding Figurative Language
	Ella Enchanted	Fiction	Identifying Problem/Solution Understanding Character	Using Consonant + *le* Syllables Using Context for Meaning
	The Journal of Jedediah Barstow	Journal	Identifying Main Idea/Details Understanding Point of View	Using Final *e* Syllables Understanding Dialect
	Number the Stars	Historical Fiction	Identifying Sequence Understanding Historical Fiction	Reading Words With Closed Syllables Recognizing Variations of Words
	P.S. Longer Letter Later	Realistic Fiction	Comparing/Contrasting Understanding Point of View	Using Consonant + *le* Syllables Recognizing Homophones
	Remnants #1: The Mayflower Project	Science Fiction	Making Inferences Understanding Genre: Science Fiction	Using *r*-Controlled Vowel Syllables Understanding Figurative Language: Imagery, Metaphors
	Report to the Principal's Office	Realistic Fiction	Identifying Cause/Effect Understanding Genre: Realistic Fiction	Using Open Syllables Reading Compound Words
	The Wizard of Oz	Fantasy	Summarizing Understanding Setting	Using Final *e* Syllables Using Context Clues for Meaning

Level	Title	Genre	Comprehension Strategies	Phonics and Word-Solving Strategies
V	Around the World in a Hundred Years	Nonfiction	Categorizing Information Identifying Steps in a Process	Using Final *e* Syllables Reading Compound Words
	The Golden Goblet	Historical Fiction	Identifying Problem/Solution Drawing Conclusions	Using Open Syllables Using Prefixes
	John and Abigail Adams: An American Love Story	Biography	Summarizing Using Graphic Aids: Captions	Using Open Syllables Reading Variations of Words
	The Life and Words of Martin Luther King Jr.	Biography	Identifying Main Idea/Details Using Graphic Aids: Chapter Titles	Using *r*-Controlled Vowel Syllables Reading Words With Suffixes
	Lincoln: A Photobiography	Biography	Reading for Information Using Graphic Aids	Using Final *e* Syllables Using Greek and Latin Roots
	A Long Way from Chicago	Realistic Fiction	Understanding Cause/Effect Understanding Character	Using Closed Syllables Reading Variations of Words
	The Thief Lord	Fiction	Making Inferences Understanding Plot	Using Vowel Digraph Syllables Using Context Clues: Foreign Words
	Walk Two Moons	Realistic Fiction	Making Predictions Understanding Sequence	Using Vowel Team Syllables Using Prefixes
	Watchers #6: Lab 6	Science Fiction	Making Inferences Identifying Plot	Using *r*-Controlled Vowel Syllables Understanding Figurative Language
	The Westing Game	Mystery	Identifying Problem/Solution Drawing Conclusions	Using *r*-Controlled Vowel Syllables Reading Homographs and Homophones
W	Confucius: The Golden Rule	Biography	Summarizing Recognizing Main Idea/Details	Reading Unfamiliar Words Using Open and Closed Syllables
	The Ear, the Eye, and the Arm	Fiction	Understanding Character Making Inferences	Using Syllables With Vowel and Silent Final *e* Reading Variations of Words
	Inventors From DaVinci to Biro	Nonfiction	Recognizing Author's Purpose Identifying Problem/Solution	Reading Unfamiliar Words Reading Words With Consonant + *le*
	Mark Twain	Biography	Understanding Genre: Biography Summarizing	Using Consonant + *le* Reading Unfamiliar Words
	The Journal of Patrick Seamus Flaherty	Journal	Understanding Setting Recognizing Author's Purpose	Using Punctuation Reading Compound Words
	Numbering All the Bones	Fiction	Understanding Setting Identifying Plot	Reading Variations of Words Using Antonyms
	Pyramid	Nonfiction	Understanding Sequence Recognizing Main Idea/Details	Using Open and Closed Syllables Using Punctuation
	Roll of Thunder, Hear My Cry	Realistic Fiction	Understanding Plot Making Predictions	Reading Common and Proper Nouns Reading Compound Words
	Stormbreaker	Science Fiction	Making Predictions Understanding Cause/Effect	Reading Common and Proper Nouns Using Common Spelling Patterns
	Survival in the Storm: The Dust Bowl Diary of Grace Edwards	Diary	Identifying Problem/Solution Understanding Character	Reading Words With Consonant + *le, al, el* Understanding Denotation and Connotation
X	Artemis Fowl Book #2: The Arctic Incident	Mystery	Categorizing Information Identifying Problems/Solutions	Reading Unfamiliar Words Recognizing Variations of Words
	Bone Dance	Fiction	Understanding Characters Making Inferences	Using Common Spelling Patterns Recognizing Variations of Words
	Childtimes	Biography	Identifying Setting Using Graphic Elements	Using Common Spelling Patterns Reading Words With Suffixes
	Cleopatra	Biography	Recognizing Genre: Biography Sequencing	Using Context Clues Recognizing Variations of Words
	Cowboys of the Wild West	Nonfiction	Drawing Conclusions Using Maps	Reading Words With Suffixes Understanding Homophones
	Gulliver's Stories	Fiction	Identifying Facts and Opinions Sequencing	Using Common Spelling Patterns Understanding Compound Words
	The Iceberg Hermit	Fiction	Recognizing Cause/Effect Understanding Plot	Understanding Compound Words Recognizing Synonyms
	A Place to Hide	Historical Fiction	Recognizing Setting Summarizing	Reading Words With Suffixes Understanding Homophones
	Run Away Home	Fiction	Recognizing Setting Identifying Problem/Solution	Using Context Clues Understanding Compound Words
	Song Quest	Historical Fiction	Understanding Point of View Reading Maps	Reading Unfamiliar Words Reading Compound Words

Level	Title	Genre	Comprehension Strategies	Phonics and Word-Solving Strategies
Y	. . . And Now Miguel	Realistic Fiction	Identifying Cause/Effect Understanding Character	Using *r*-Controlled Vowel Syllables Understanding Figurative Language: Similes
	Anthony Burns: The Defeat and Triumph of a Fugitive Slave	Historical Fiction	Identifying Sequence Understanding Setting	Using Consonant + *le* Syllables Reading Variations of Words
	The Best Poems Ever	Poetry	Comparing/Contrasting Understanding Genre: Poetry	Using *r*-Controlled Vowel Syllables Understanding Figurative Language: Similes, Imagery, Metaphor, Personification, Onomatopoeia
	Bull Run	Historical Fiction	Identifying Main Idea/Details Using Maps and Diagrams	Using Closed Syllables Reading Compound Words
	The Call of the Wild	Fiction	Comparing/Contrasting Understanding Point of View	Using Vowel Digraph Syllables Using Context Clues
	Now Is Your Time!	Nonfiction	Categorizing Information Understanding Historical Context	Using Consonant + *le* Syllables Using Prefixes and Suffixes
	Philip Hall Likes Me. I Reckon Maybe.	Realistic Fiction	Drawing Conclusions Understanding Point of View	Using Open and Closed Syllables Reading Words With Greek and Latin Roots
	Sacajawea	Historical Fiction	Identifying Problem/Solution Understanding Genre: Historical Fiction	Using Silent *e* Syllables Reading Words With Prefixes
	Samir and Yonatan	Realistic Fiction	Making Inferences Understanding Setting	Using *r*-Controlled Vowel Syllables Understanding Figurative Language
	Your Life in Poems	Poetry	Making Inferences Understanding Character	Using Vowel Diagraph Syllables Using Greek and Latin Roots
Z	20,000 Leagues Under the Sea	Science Fiction	Making Predictions Understanding Genre: Science Fiction	Using *r*-Controlled Vowel Syllables Using Context Clues
	Anne Frank in the World	Nonfiction	Categorizing Information Understanding Historical Context	Using Consonant + *le* Syllables Reading Variations of Words
	The Circuit: Stories from the Life of a Migrant Child	Realistic Fiction	Comparing/Contrasting Understanding Setting	Using *r*-Controlled Vowel Syllables Understanding Figurative Language: Similes, Idioms
	Dr. Jekyll and Mr. Hyde and Other Stories of the Supernatural	Fiction	Recognizing Cause/Effect Understanding Chapters	Using Open and Closed Syllables Using Context Clues
	Invincible Louisa	Biography	Summarizing Distinguishing Fact/Opinion	Using Closed Syllables Using Prefixes
	Louis Armstrong	Nonfiction	Drawing Conclusions Understanding Character	Using Vowel Digraph Syllables Reading Words With Suffixes
	Memories of Vietnam	Letters	Comparing/Contrasting Recognizing Fact/Opinion	Using Context Clues Using Open Syllables
	The Raven and Other Poems	Poetry	Making Inferences Understanding Genre: Poetry	Using Syllables With Vowel Digraphs and Silent *e* Understanding Figurative Language: Imagery
	Red Scarf Girl	Biography	Identifying Problem/Solution Understanding Historical Context	Using Vowel Digraph Syllables Reading Words With Prefixes
	Top Ten Shakespeare Stories	Informational Fiction	Identifying Sequence Understanding Historical Context	Using Consonant + *le* Syllables Reading Variations of Words

GUIDED READING RESEARCH BASE

Essential Element	Key Ideas—National Reading Panel
Phonemic Awareness Instruction in Guided Reading • Children use their beginning connections between letters and sounds to check on their reading. They notice mismatches. They use letter-sound information to know how words begin. • Teachers prompt children to make their reading "look right."	"Phonemic awareness instruction is not a complete reading program; it cannot guarantee the reading and writing success of your students. Long lasting effects depend on the effectiveness of the whole curriculum." (3, p. 9) "Phonemic awareness instruction does not need to consume long periods of time to be effective. In these analyses, programs lasting less than 20 hours were more effective than longer programs." (2, p. 2–6) "In addition to teaching phonemic awareness skills with letters, it is important for teachers to help children make the connection between the skill taught and their application to reading and writing tasks." (2, p 2–33)
Phonics Instruction in Guided Reading • Teachers select texts that, along with high frequency words that are available to students, offer opportunities to use phonics skills. • As they introduce texts, support reading, and revisit the text after reading, teachers bring children's attention to features of words and strategies for decoding words. • Children apply word solving strategies to reading continuous texts. • Teachers explicitly demonstrate how to take words apart and apply phonics principles to new words children meet in continuous text. • Teachers explicitly teach phonics principles through word work after the text is read. Word work sessions are connected to a phonics continuum. • Teachers prompt children to use phonics skills to take words apart while reading.	"Children need opportunities to use what they have learned in problem solving unfamiliar words that they encounter within continuous text. They use word solving strategies to take words apart while keeping the meaning in mind." (3, p. 18) "Reading words accurately and automatically enables children to focus on the meaning of text." (3) "Programs should acknowledge that systematic phonics instruction is a means to an end. Some phonics programs focus primarily on teaching children a large number of letter-sound relationships. These programs often do not allot enough instructional time to help children learn how to put this knowledge to use in reading actual words, sentences, and texts. Although children need to be taught the major consonant and vowel letter-sound relationships, the also need ample reading and writing activities that allow them to practice this knowledge." (3, p. 17)
Fluency Instruction in Guided Reading • Texts are selected to be within students' control so that they know most of the words and can read fluently (with teaching). • The teacher introduces the text to support comprehension and connections to language. • Teachers draw students' attention to elements of words that will help them recognize or solve them rapidly.	"If text is read in a laborious and inefficient manner, it will be difficult for the child to remember what has been read and to relate the ideas expressed in the text to his or her background knowledge." (1, p. 22) "Repeated and monitored oral reading improves reading fluency and overall reading achievement." (3, p. 11) "It is important to provide students with instruction and practice in fluency as they read connected text." (3, p. 23) "Word recognition is a necessary but not sufficient condition for fluent reading." (3, p. 30) "Fluency is not a stage of development at which readers can read all words quickly and easily. Fluency changes, depending on what readers are reading, their familiarity with the words, and the amount of their practice

• Teachers help children to understand and use the language patterns that may be found in written text. • Children use word recognition and comprehending strategies in an orchestrated way while reading or rereading a text silently or orally. • Teachers provide explicit demonstrations and instruction in reading fluency. • Teachers prompt for fluency when children are reading aloud. • Children engage in repeated oral readings to work for fluency.	with reading text." (3, p. 23) "By listening to good models of fluent reading, students learn how a reader's voice can help written text make sense." (3, p. 26) "Fluency develops as a result of many opportunities to practice reading with a high degree of success. Therefore, your students should practice orally rereading text that is reasonably easy for them—that is, text containing mostly words that they know or can decode easily." (3, p. 27)
Vocabulary Instruction in Guided Reading • Texts are selected so that students know most of the words but there are a few new words to provide opportunities for learning. • The teacher introduces the text to support comprehension, with specific attention to concepts and words. • Students read the text silently or orally with teacher support. • After reading, students and teacher discuss the meaning of the text, with further discussion of word meanings if needed. • The teacher teaches for processing strategies, which may include both word recognition and how to determine word meanings. • Children may extend the meaning of the text through writing, which often includes attention to vocabulary. • The teacher provides 1–2 minutes of pre-planned word work which helps students attend to word parts and word meanings (affixes, word structure, homophones, synonyms, etc.)	"Extended instruction that promotes active engagement with vocabulary improves word learning." (3, p. 36) "Teaching specific words before reading helps both vocabulary learning and reading comprehension." (3, p. 36) "Repeated exposure to vocabulary in many contexts aids word learning." (3, 36) "Conversations about books help children to learn new words and concepts and to relate them to their prior knowledge and experience." (3, p. 35) "...the larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text." (1, p. 13) "...children often hear adults repeat words several times. They also may hear adults use new and interesting words. The more oral language experiences children have, the more word meanings they learn." (3, p. 35)
Comprehension Instruction in Guided Reading • Teachers select texts that readers can process successfully with supportive teaching. • The teacher demonstrates effective strategies for comprehending text. • In the introduction to the text, the teacher explains words and concepts and assures that students activate their own prior knowledge. • Students have the opportunity to apply a range of strategies in response to the demands of texts.	"Comprehension is defined as 'intentional thinking during which meaning is constructed through interactions between text and reader' (Harris & Hodges, 1995). Thus, readers derive meaning from text when they engage in intentional, problem solving thinking processes. The data suggest that text comprehension is enhanced when readers actively relate the ideas represented in print to their own knowledge and experiences and construct mental representations in memory." (1, p. 14) "In general, the evidence suggests that teaching a combination of reading comprehension techniques is the most effective. When students use them appropriately, they assist in recall, question answering, question generation, and summarization of texts. When used in combination, these techniques can improve results in standardized comprehension tests." (1, p. 15) "Text comprehension can be improved by instruction that helps readers use specific comprehension strategies." (2, p. 49)

• Students expand strategies by applying them, with teacher support, to texts that are more difficult than they could read independently. • Teachers help children extend their understandings through using oral language and writing. • Teachers help children extend their understanding through using graphic organizers to understand underlying text structures. • While teachers are working with children in small groups, other children read independently the books that they have previously read.	"Text comprehension can be improved by instruction that helps readers use specific comprehension strategies." (3, p.9) "Graphic organizers illustrate concepts and interrelationships among concepts in a text, using diagrams or other pictorial devices. Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts." "Comprehension strategies are not ends in themselves; they are means of helping your students understand what they are reading." (3, p. 6) "Help your students learn to use comprehension strategies in natural learning situations—for example, as they read in the content areas." (3, p. 65) "Readers must know what most of the words mean before they can understand what they are reading." (3, p. 45) "Children learn many new words by reading extensively on their own. The more children read on their own, the more words they encounter and the more word meanings they learn." (3, p. 35) "Teachers not only must have a firm grasp of the content presented in text, but also must have substantial knowledge of the strategies themselves, of which strategies are most effective for different students and types of content and of how best to teach and model strategy use." (1, p. 16)
Motivation Support in Guided Reading • Teachers select books that will be interesting to children. • Teachers introduce texts in a way that engages interest and motivation.	"Few if any studies have investigated the contribution of motivation to the effectiveness of phonics programs, not only the learner's motivation to learn but also the teacher's motivation to teach. The lack of attention to motivational factors by researchers in the design of phonics programs is potentially very serious...Future research should...be designed to determine which approaches teachers prefer to use and are most likely to use effectively in their classroom instruction." (2)

The ideas in this chart are referenced to the following documents:

(1) National Institute of Child Health and Human Development. 2001. *Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction.* Washington, DC: National Institutes of Health.

(2) National Institute of Child Health and Human Development. 2001. *Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction: Report of the Subgroups.* Washington, DC: National Institutes of Health.

(3) Armbruster, B.B., Lehr, F., & Osborn, J. 2001. *Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3.* Washington, DC: U.S. Department of Education.

[i] "Readers must know what most of the words mean before they can understand what they are reading." (*Put Reading First*, p. 45)

[ii] "Beginning readers use their oral vacabulary to make sense of the words they see in print...Readers must know what most of the words mean before they can understand what they are reading." (*Put Reading First*, p. 45)

BIBLIOGRAPHY

Fountas, Irene, and Pinnell, G.S. (1996). *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.

Fountas, Irene, and Pinnell, G.S. (2001). *Guiding Readers and Writers, Grades 3–6*. Portsmouth, NH: Heinemann.

Fountas, Irene, and Pinnell, G.S., eds. (1999). *Voices on Word Matters.* Portsmouth, NH: Heinemann.

Pinnell, Gay Su and Fountas, I.C. (1999). *Matching Books to Readers: A Leveled Book List for Guided Reading, K–3*. Portsmouth, NH: Heinemann.

Pinnell, Gay Su and Fountas, I.C. (1998). *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. Portsmouth, NH: Heinemann.

Pinnell, G.S., Pikulski, J.J., Wixson, K.K., Campbell, J.R., Gough, R.B., and Beatty, A.S. (1995). *Listening to Children Read Aloud: Data from NAEP's Integrated Reading Performance Record (IPRR) at Grade 4*. Report No. 23-FR-04 Prepared by Educational Testing Service under contract with the National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education. (p. 15)

RESEARCH AND VALIDATION

A strong pattern of rising scores has been found in schools where daily guided reading has been combined with phonics and word study minilessons and daily writing workshop. For further information, see:

Williams, Jane. 2002. The power of data utilization in bringing about systemic school change. *Mid-Western Educational Researcher*, 15, 4–10.

Williams, E.J., Scharer, P., & Pinnell, G.S. 2000. *Literacy Collaborative 2002 Research Report*. Columbus, OH: The Ohio State University.

Scharer, P., Williams, E.J., & Pinnell, G.S. 2001. *Literacy Collaborative 2001 Research Report.* Columbus, OH: The Ohio State University.

ISBN 0-439-60735-3

90000>

O8-CNH-015

SCHOLASTIC

www.scholastic.com